

THE STATUS OF JOURNALISM IN THE JUNIOR HIGH SCHOOLS OF KANSAS

by

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INTRODUCTION

The growth and significance of junior high publications, traced from 1925, have shown a lack of attainable goals. Yet, today's junior high schools continue producing newspapers, yearbooks, magazines, literary editions, and handbooks in prolific numbers.

The organization of the junior high school itself is only fifty-eight years old. In its experimental stage from 1902-1920,¹ the three-year junior high, including grades seven through nine, was being considered as the division line for what was referred to by organizational critics as "...the answer to the problem of reorganization which had been so earnestly discussed for two decades."²

In 1913-1914 the following definition of the term "junior high" was developed: "...an organization of grades 7 and 8 or 7 to 9, whether housed with the senior high or independently, to provide by various means for individual differences especially by an earlier introduction for individual differences of prevocational work or of subjects usually taught in the high school."³

Today, however, the definition of the grades contained within the junior high is largely ignored, thus making it difficult to determine the elimination of grade groupings for the purpose of this study. Because of consolidation, it

¹William Theodore Gruhn and Harl R. Douglass. The Modern Junior High School, (New York: Ronald Press Company, 1947) p. 39.

²Ibid. p. 37.

³Report of the Commissioner of Education (1912) p. 155. Also found in: William A. Smith. The Junior High School (New York: Macmillan Company, 1925) p. 99.

must be remembered that the groupings are developed in such a way that they may be most advantageous to their own particular school districts.

For this study grade ten will be included as a part of the junior high. Therefore, graded groups of seven through ten, seven through nine, seven through eight, seven only, and eight and nine will be considered.

The basic problem which hindered the background research in this study was the lack of secondary resource materials. Few resources, for example, questioned positioning publications on the junior high school level. Those that did believed that successful publications were possible if certain elements were present (i.e. willing and qualified advisers, classroom facilities or working space, financial resources, etc.) Without the opposing viewpoint, it was difficult to write about the subject without shades of, what appears to be, a research study encouraging all junior high schools to develop some type of a publication.

The purpose of this thesis was to survey the state of Kansas to determine the status of junior high newspaper publications. Included in the study are questions concerning adviser experience, newspaper organization, finances, newspaper content, and over-all evaluations of junior high publications.

I. HISTORICAL BACKGROUND

In the Beginning--Junior High School Journalism

Journalism in the junior high can best be described by the title chosen for a 1960 magazine article written by Bessie H. Mayes, then sponsor of the student mimeographed newspaper at North Junior High School in Abilene, Texas. It is, as her title reflects, a "Job Without Glory."¹

Numerous problems have hampered the growth of junior high newspapers--funds, time, qualified personnel, and lack of working space for the newspaper staff. Yet, many of the problems are no different than those which exist on the senior high school level. According to journalism educators the problems and drawbacks are unsolved primarily because most junior highs that publish a newspaper do not offer journalism courses nor are there teachers trained for publications work.

In 1925 William A. Smith, in his book The Junior High School, supported the cause of the newspaper at the lower secondary level. Smith acknowledged Memorial Junior High in San Diego, California, as one of the pioneers of junior high journalism during the early 1920's. He offered their school newspaper as "...an interesting example of the possibilities of junior high school journalism."² Quoting editorial and feature material from a 1923 Memorial issue, Smith commented: "The content is obviously written by the pupils and reflects

¹Bessie H. Mayes, "Job Without Glory," Texas Outlook, XLIV, No. 10 (October 1960), pp. 42-43.

²William A. Smith, The Junior High School (New York: Macmillan Company 1925), p. 301.

the life of the school in a most commendable manner."³

While the Memorial publication was probably not the first newspaper to have emerged from the youthful junior high organization, it was considered one of the best in existence at that time.

In summarizing his opinion of journalism at this level, Smith stated:

The newspaper is without question the most significant of the student publications, partly because of the rich opportunities which it offers for general all-round pupil participation, and partly because of the influence which it exerts upon the spirit and the morale of the whole school.⁴

Junior High Journalism in the 1950's

Many of the records of journalism on the junior high school level kept in the 1950's were the result of the initiative of those journalism advisers who published articles in educational periodicals. Rather than general comments on the advantages or disadvantages of newspapers, the author-advisers related their personal classroom experiences.

In 1953 a Birmingham, Michigan, junior high English instructor wrote an article concerning a six-week project undertaken by his ninth grade English class.

Objectives for the class were initiated by the students themselves. They had decided to learn the composition of a newspaper; undergo and share experiences included in a newspaper career; evaluate newspaper make-up; and analyze the importance of their own daily newspaper.⁵

³Ibid. p. 301.

⁴Ibid. p. 303.

⁵Charles R. Buell, "Get the Scoop Before the Deadline," School Activities, XXV, No. 1 (October 1953), p. 67.

This appeared to be an overambitious set of objectives, but the students set out to accomplish their goal. From this project evolved a classroom newspaper. Although it was not a permanent publication, instructor Charles R. Buell evaluated the copy submitted by the students as "...quite outstanding for ninth graders."⁶

The Texas Interscholastic League Press Conference listed twenty-three junior high schools as members enrolled in their state secondary school press organization in 1954.⁷ Undoubtedly there were more schools producing junior high newspapers than those belonging to ILPC, and it does indicate that junior high journalism advisers were concerned enough about their publications to seek information, advice, and coordination through an organized state press association.

At University Junior High School in Austin, an English-Journalism teacher discovered that "...spending the first month of school on the study of journalism fundamentals from a standard textbook gives her class the needed know-how to do an outstanding job on the school paper."⁸ As a result, the newspaper has been a consistent top winner in the ILPC critical newspaper service.

In 1955 an enthused assistant principal related publication problems at Rogers Junior High in Stamford, Connecticut. The problem was not with the publication or the student journalists. The faculty believed that the number of students and teachers involved in the newspaper was unnecessarily limited, even though the newspaper was termed a success. "It was under the sponsorship

⁶Ibid. p. 68.

⁷Virginia Moore Cutter, "First Aid for Public Relations," XXVI, 5 (January 1955) p. 160.

⁸Ibid. p. 159.

of one teacher appointed for the term. The teacher in turn set up a staff of pupils which functioned throughout the year.⁹ More teachers wanted the responsibility of sponsoring the publication. In addition, the teachers wanted more students to become involved in the experience of publishing a school newspaper.

After consultation with the faculty, it was decided that the school paper, the Jolly Roger:

...should be an outgrowth of classroom work. Each issue would be published by a different class, or group of classes, under sponsorship of their respective teachers. Each issue would have its own editorial staff, managers, reporters, etc.¹⁰

In his article explaining the dilemma of the school newspaper, the assistant principal stressed not only the educational value of a newspaper, but also the advantages of total faculty interest in the development of a junior high newspaper. Although this may not be adaptable to all junior high situations, complete involvement of faculty and students would appear to be desirable in this situation where interest was apparently so intense.

Another example of journalistic endeavor in the junior high during the mid-1950's was the Byers Junior Newsweekly in Denver, Colorado. In 1956, Chantrey A. Fritts, Jr., one of two journalism teachers at Byers explained the businesslike procedures of the school's weekly:

With only a week to prepare all the copy for the four-page miniature tabloid, the journalism classroom is always abuzz with activity. The class, which usually consists of about 20 pupils, is busy writing, copy-reading, discussing, and rewriting to put articles in final shape for printing.¹¹

⁹Michael Nagurney. "School Plan: Educational experience for more pupils," Clearing House, XXIX, No. 8 (April 1955), p. 473. (My Italics.)

¹⁰Ibid. p. 473.

¹¹Chantrey A. Fritts, Jr. "A Junior High School Weekly Goes to Press," NEA Journal, XLV (January 1956), p. 30.

It was quite unusual to find a junior high which published a newspaper on a weekly basis, especially in the 1950's. Normally, printing and photography would not be responsibilities of the students in junior high journalism. Students at Byers, however, set type by hand; and, according to Fritts, the printing classes also "...produced other printed matter for the school, such as programs for special activities, the PTA directory, and the schedule of school activities."¹²

Apparently this situation was a tremendous success for Byers, but it is doubtful that smaller schools could develop such a program.

In 1958, Don H. Otto, former instructor at Washington Irving Junior High in Des Moines, Iowa, proposed four factors which he believed magnified the contrast between needs of junior high school publications and those of similar classification.

The first differential suggested by Otto was the purpose for which junior high newspapers exist. Otto sees the junior high publication as "...the most important means of developing school spirit and unity among the various classes and home rooms..." rather than a perfect example of journalism.¹³

This has been a serious point of contention with many principals and secondary school journalism teachers. Many feel that the vocational training that could be offered in junior high journalism experiences, if properly administered to the students, should create potential writers and strengthen the writing habits of talented students. It is not, as Otto states, "...a negligible consideration in junior high publications."¹⁴

¹²Ibid. p. 31.

¹³Don H. Otto, "Junior-High-School Publications," Clearing House, XXX, No. 2 (October 1958), p. 105.

¹⁴Ibid. p. 105.

Content is another consideration. Two of the major problems in school newspapers are the infrequency of publication and the untimeliness of news stories. Since this is the case, most advisers should resort to the feature type of story as opposed to stories meant to break the news to the junior high public.¹⁵

Otto also suggests that a journalistic style in the junior high newspaper is "less important" than in a journalism situation where vocational training is emphasized. News stories and features are more readily acceptable, however, if the style is kept consistent.

Format in junior high journalism is the third basic fundamental Otto mentions. Certainly, it is one of the most flexible of all the differentials, especially since many junior high publications are mimeographed.

Even high school newspapers are subject to distinctive format procedures. Make-up varies from paper to paper. Here, again, consistency is the best policy, even with the wide range of possibilities.

The final factor mentioned is preparation of the newspaper. Preparation is probably the most complex of all the differentials, since many criteria become involved at this point. Newspaper advisers are confronted with a lack of journalism classes, little or no released time from full time teaching duties, and an unexperienced group of students in the areas of writing and typing. Otto suggested that "...it would be logical under such conditions to divide the work of sponsorship of the paper among several teachers."¹⁶

¹⁵Ibid. p. 105.

¹⁶Ibid. p. 106.

Junior High School Journalism in the 1960's

Because of the emphasis on senior high publications and workshops in most all states, few junior high newspapers have the opportunity to coordinate their activities. However, in January of 1961, the Carlsbad, New Mexico, city school Journalism Department held a meeting with the purpose of curbing this problem.¹⁷

From this meeting evolved the idea of a junior high journalism workshop-- one where the high school journalism functions would be explained to the junior high students. All phases of journalism were discussed in the workshop with the assistance of professionals from the local daily newspaper.¹⁸

The author of the article, James E. Powell, from the Carlsbad High School faculty, is convinced that the ninth grade student is the secret to the whole situation. "If the seed is sown deeply enough on this level the student will develop an interest and the ability to continue his study of journalism for the rest of his high school years and go into the vocation upon graduation from high school or college."¹⁹

In 1963 students enrolled in the Journalism and Education class at the University of Utah surveyed high school and junior high journalism classes for research projects. Rather than polling schools through the mail, the students visited the schools and personally interviewed the adviser of the school newspaper and the school principal. This, of course, limited the number of schools contacted during the semester.

¹⁷James E. Powell, "A Workshop for Junior High School Journalists," School Activities, XXXIII (September 1961), p. 3.

¹⁸Ibid. p. 3.

¹⁹Ibid. p. 3.

Two of the seven reports submitted for publication concerned journalism in the junior high. While the first report concerned two visits to a single school by one of the college students, the second student visited four junior highs, making the latter a more objective survey. All junior highs were in the Salt Lake City area.

The basic fundamentals of journalism seemed to be the guidelines by which each of the advisers sponsored their newspapers; and concentrated staff organization appeared to be a paramount characteristic of each staff.²⁰ A general outline of the programs in each school was related in both reports.

One of the few articles found which questioned journalism in the junior high school emphasized not the question of whether journalism should be offered, but the questions "...when, to whom, how much, and by whom it should be taught."²¹

The author, Gretchen A. Kemp, professor of journalism and director of the High School Journalism Institute at Indiana University, stated that the increase in the number of junior high journalism courses has become a matter of great concern to high school and college journalism teachers.

In her contacts with experienced teachers, Miss Kemp found that they believed:

...journalism courses designed for maximum benefit to the pupil...should not come before the sophomore year in high school. Many suggest^{ed} that the junior year provides the optimum experience for the pupil and adequate support for school publications. Colleges will accept only one unit in journalism...

²⁰Research Reports on High School Journalism, published by the Department of Journalism, University of Utah, Salt Lake City, Utah, No. 1 (Spring 1963), pp. 45-55.

²¹Gretchen A. Kemp, "Journalism In Junior High?" The Hoosier Schoolmaster (January 1966), p. 23.

That limitation in itself answers the question of how much journalism can be included in the curriculum of the college preparatory student.²²

Junior high school publications should be recognized for what they are, according to Miss Kemp: "...a motivation for writing."²³

A Rutland, Vermont, junior high school English teacher experimented with her eighth grade English class in the production of a class newspaper. Only one paper was produced each year in a brief unit of study.

"Our purpose," the instructor explained, "is to become acquainted with-- and write--a lead paragraph, a news story, an editorial, a human interest feature story, an interview, and a headline for each of the last four."²⁴ In teaching the basic fundamentals of journalism, the junior high English teacher used the overhead projector and a set of self-made slides to explain the different facets of reporting. Once the "newspaper" was completed each year, copies were made and distributed to each of the students who had a part in making it a reality.

²²Ibid. p. 24.

²³Ibid. p. 24.

²⁴Marjorie Dundas, "A Good Project: A Class Newspaper," English Journal, LVI (February 1967), p. 269.

II. METHODS AND PROCEDURES

To obtain information about a large number of junior high school newspaper programs in Kansas, it was necessary to prepare a questionnaire for mailing (Appendix A). A list of the schools which were to receive the questionnaire was compiled from the Kansas High School Activities Association Directory.

The directory listed 160 junior high schools. Fifteen schools were eliminated from the study on the basis of their small enrollments. Although answers from the smaller Kansas towns were desirable, the fifteen eliminated were those which were situated away from metropolitan areas and were considered less likely to attempt publication of a school paper.

Although the schools were listed as "junior high schools" in the Activities Directory, thirteen variations of grade groupings were noted in the returns. The directory did not specify all junior high schools according to the grades they contained. The thirteen variations made an elimination of responses necessary; thus, only grades seven through ten will be considered in this study.

Junior high enrollments in the schools contacted ranged from 77 to 1,964. All junior highs in the three largest metropolitan areas--Wichita, Kansas City, and Topeka--were included. This accounted for forty of the schools receiving a questionnaire.

Twenty-three schools were listed as having journalism advisers as members of the Activities Association. Each of these sponsors were personally contacted. The remaining questionnaires were personally addressed to the principal

of the junior high school. The first mailing took place March 25, 1968.

The questionnaire was six pages long. To avoid an excessive amount of writing on the part of the advisers, a majority of the questions were multiple choice. If the advisers particular answer did not fall into one of the multiple choices provided, space was left for additional comments. The remainder of the questions were fill-in-the-blank and short essay.

In addition to supplying school data at the beginning of the questionnaire, the principal was asked to comment on four essay questions on the final page, regardless of whether his junior high had a newspaper. If the school had a newspaper, the principal was asked three additional questions (See questionnaire, Appendix A).

The questionnaire was divided into six parts (1) general information about the sponsor; (2) organization and equipment; (3) staff; (4) finances; (5) contents (of the newspaper); and (6) evaluation (divided into two parts--a section for both the adviser and the principal. Several questions in the evaluation section were repeated so that both the adviser and principal could react).

Sixteen days after the first mailing forty-seven follow-up postcards were mailed (Appendix B). At that time, only eleven of the known twenty-three advisers had returned their questionnaires; sixty-four returns had been received from the groups mailed to the principals.

All known advisers and those schools with an enrollment of more than 300, who had not previously returned their questionnaire, received the follow-up. This follow-up resulted in a total of eighteen additional questionnaires.

An individually addressed form letter was mailed to twenty-seven schools of journalism outside of Kansas asking for their assistance in the study (Appendix C). They were requested to report any known thesis or study in the

area of junior high journalism. In addition, names of junior high journalism advisers from the respective states were solicited through these letters.

When the names of advisers were received from the department heads, another letter was prepared which asked certain questions of the advisers (Appendix D). Basic information believed essential included (1) What is the approximate scope of journalism in the state of (name of state) in the junior high school? (2) As an adviser, what do you feel are the advantages and disadvantages of a newspaper in the junior high? (3) Do you feel that junior high students are capable of producing a quality newspaper? (4) Should journalism be an extracurricular activity or taught as a subject? (5) Do junior high newspapers serve useful purposes (as communicators, public relations tools, disseminators of news, etc.)?

Additionally, several individuals were contacted for specific reasons (i.e., one was the author of a junior high journalism text which will be released in the summer of 1968; another authored an article about junior high school newspapers in a small publication, etc.).

III. GENERAL RESPONSES

Questionnaire Response

Of the 145 questionnaires mailed out 100 (68.9 per cent) were completed by the principals and/or advisers and returned.

Schools without newspapers responded heavily the first week since the principal had but one page to complete. Several affirmative answers came in early, but with six pages to fill out, many of the advisers obviously delayed the task until time allowed them to answer the questions fully or until they were reminded of the study with the follow-up postcard.

A total of sixty-nine responses was received the first week. The final thirty-one completed questionnaires drifted in over a period of twenty-eight days.

Twenty-eight questionnaires were eliminated because they did not fall into the required grade groupings of seven through ten. This left a total of seventy-two questionnaires eligible for the study. Thirty-nine junior high schools reported having a newspaper of some type, while thirty-three did not attempt any kind of publication.

The three cities with the largest population--Wichita, Kansas City, and Topeka--accounted for twenty-six of the eligible questionnaires. It should, therefore, be remembered that more than thirty-five per cent of the total returns came from larger schools with metropolitan areas averaging 195,000 persons.

Responses from Journalism Department Heads

Of the twenty-seven journalism departments contacted outside of Kansas, twenty-two responded. All of the departments are accredited by the American Council on Education for Journalism (ACEJ) and were found in the "1967 Programs in Journalism" pamphlet.

Most department heads knew very little about journalism on the junior high level. Several passed the author's letter of inquiry on to members in their department closely related to secondary school journalism.

One very limited study was offered from the University of Utah. Department Chairman, Milton Hollstein, believed that more work needed to be done in the area of junior high publications. "We have had quite a number of students from this department--actually majors in language arts---...who present hours in journalism...going into junior high school work."¹

The study, completed by students in a journalism teaching methods class in 1963 and published by the Department of Journalism at Utah, included seven research reports on secondary school journalism. Two of the reports concerned publications in the junior high, but were limited to the Salt Lake City area.

Two letters to the same state, Illinois, produced negative results from two separate colleges. W. Manion Rice from the Journalism Department at Southern Illinois University reported: "Junior high school journalism is rare in this area and therefore rarely researched or written about in our trade magazines."²

¹Information in a letter to the author from Milton Hollstein, chairman of the Department of Journalism, University of Utah, April 22, 1968.

²Information in a letter from W. Manion Rice, Assistant Professor of Journalism, Southern Illinois University, March 28, 1968.

From Ben H. Baldwin at Northwestern University in Illinois came the comments:

I know of no studies of any sort that would concern junior high level publications. I hadn't thought of it before, but I can see that this is a neglected area and it's certainly more important than a lot of us think since a lot of kids are directed into journalism by some good guidance at this level.³

A positive reaction came from the University of Indiana, where Gretchen A. Kemp, Professor of Journalism and Director of the High School Journalism Institute reported:

We've had junior high school newspapers in Indiana for years. Some were commercially printed by letterpress; other, duplicated or mimeographed. As the trend grew to build junior high buildings separate from the elementary grades and the senior high school, we've seen a demand grow for both newspapers and yearbooks.⁴

Although Miss Kemp did not question the need for publications in the junior high, she does feel that they create many problems. According to Miss Kemp:

Our state scholastic press association almost split some years ago when junior high advisers asked for full convention privileges for their pupils. They do take them to one-day regional meetings.⁵

John V. Field, Director of the Michigan Interscholastic Press Association of the University positively stated that:

Student publications in junior high schools are growing in popularity in Michigan. They tend to imitate their counterparts in senior high schools, although some are actually better. They are usually done as extra-curricular activities, although some are the result of a journalism class.⁶

³Information in a letter to the author from Ben H. Baldwin, Professor of Journalism, Northwestern University, Evanston, Illinois, March 14, 1968.

⁴Information in a letter to the author from Gretchen A. Kemp, Professor of Journalism and Director of the High School Journalism Institute, University of Indiana, March 11, 1968.

⁵Ibid.

⁶Information in a letter to the author from John V. Field, Director of the Michigan Interscholastic Press Association at the University of Michigan, April 15, 1968.

Five of the journalism department heads contacted could provide no useful information. Eight others sympathized with the need for research and trade magazine articles, but knew nothing in the way of surveys completed in their states.

One thesis, concerning the junior high school curriculum, was discovered by writing the University Interscholastic League at the University of Texas. Only one Kansas university reports a single thesis written on the subject of journalism in the junior high.

An unpublished manuscript presented to the school of journalism by a student at the University of Minnesota titled "An Introductory Course in Journalism for Junior High School" was made available. The paper included objectives, points of emphasis, and activities for junior high school newspaper production.

Another survey was taken in the state of Missouri in February 1968. The study was confined to twenty senior high and twenty-five junior high schools in St. Louis and St. Charles counties. Schools were contacted through the use of a questionnaire.

The research for this study was done by Homer L. Hall, newspaper adviser at North Kirkwood Junior High in Kirkwood, Missouri. In his letter, Mr. Hall explained his feelings towards journalism in the junior high:

My experiences with junior high journalism are that the program in each school is as good as the advisor (sic) wants to make it. If there is an enthusiastic advisor (sic) more than likely you'll have a good program.

The reason we have a class in journalism in Kirkwood is because a teacher was interested enough to urge the state department to allow it.⁷

⁷Information in a letter to the author from Homer L. Hall, Publications Adviser at North Kirkwood Junior High, Kirkwood, Missouri, April 18, 1968.

Mr. Hall is the author of a junior high level journalism text book which he "...originally wrote...for my own benefit as there is no junior high book on the market, and I was tired of having my students write exercises on senior events that never occur in the junior high."⁸

A recent research project by Dr. Laurence R. Campbell of the English Education Department at Florida State University was developed to determine whether activities in this field are numerous enough to justify a thorough study.⁹

According to Dr. Campbell journalism in the junior high is a neglected field. "No articles in depth have appeared in the publications most likely to publish such articles."¹⁰

Dr. Campbell has proposed several questions which he believes remain unanswered in the junior high journalism area. These include:

1. Should there be a junior high school journalism course or courses?
2. Should it be for students who do not need 9th grade English?
3. Can journalism be taught in junior high English courses?
4. Should junior high publications imitate senior high publications?
5. Should junior high English classes be introduced to problems of the consumer of mass media, to freedom of the press?¹¹

Responses from Junior High Journalism Advisers

It was presumed beforehand that many journalism department heads would

⁸Ibid.

⁹Dr. Laurence R. Campbell. "Journalism in Florida Junior High Schools," unpublished MS, N.P. p. 1.

¹⁰Information in a letter to the author from Dr. Laurence R. Campbell, Department of English Education, Florida State University, May 10, 1968.

¹¹Ibid.

not know of the status of junior high school newspapers in their state. Thus, in the letter of inquiry, all were asked to list available addresses of those university personnel connected with junior high newspaper advisers or the advisers themselves. Several junior high newspaper sponsors were contacted in this manner.

Of all the advisers written only three responded. Since five essay-type questions were asked, a heavy response was not expected.

Question One dealt with the known approximate scope of journalism in the adviser's respective state.

A junior high adviser from the St. Paul, Minnesota, area estimated that in the past ten years journalism has been on the rise in the suburban area junior high schools around Minneapolis-St. Paul. "About 60% of [the] schools exchanging [newspapers] are commercially printed. The trend is for more and more printed papers with pictures."¹²

From Fort Wayne, Indiana, a publications adviser wrote that the approximate level of journalism in Fort Wayne was "high." However, she added that she had lived in rural Indiana and knew "...that their junior high schools do not attempt to publish a newspaper."¹³

A third adviser, from Indianapolis, Indiana, did not attempt to answer the first question.¹⁴

¹²Information in a letter to the author from DeArv Gimm, Journalism adviser at Edgewood Junior High, New Brighton, Minnesota, April 19, 1968.

¹³Information in a letter to the author from Mrs. David Koehler, Publications adviser at Kekionga Junior High, Fort Wayne, Indiana, April 30, 1968.

¹⁴Information in a letter to the author from James R. Gascho, Journalism adviser at Westlane Junior High, Indianapolis, Indiana, April 18, 1968.

The second question asked the advisers what they believed were the advantages and/or disadvantages of a newspaper in the junior high. A combined list of advantages by the three advisers included (1) considerable enthusiasm by the students; (2) strong public relations effect; (3) good experience in all the areas of communication, responsibility, writing, etc.; (4) develops news writers for high school; and (5) completes introduction to journalism techniques.¹⁵

Combined answers of the disadvantages of junior high school journalism were (1) initial enthusiasm and effort dwindles as the school year progresses; (2) consistency of effort poor because of other extracurricular activities; (3) lack of tangible rewards; (4) need for immediate success; (5) appeals to a limited number; (6) should be a part of the curriculum to be considered worthwhile; (7) students this age lack the necessary responsibility; and (8) the adviser usually ends up doing most of the work.¹⁶

When asked if they believed their students or other junior high school students were capable of creating a quality newspaper, the advisers generally agreed that quality was possible. However, the Fort Wayne adviser believed that a great deal of time was necessary to make the quality a reality. She explained:

Some of the junior high schools still publish newspapers which have a great deal of juvenile material in them...they fill space with jokes, games...etc. I do not approve of this approach...so we do not do this ourselves. In short, the quality and seriousness differs somewhat.¹⁷

¹⁵Letters from DeArv Grimm, Mrs. David Koehler, and James R. Gascho.

¹⁶Ibid.

¹⁷Letter from Mrs. David Koehler.

Concerning her own school newspaper, the Fort Wayne adviser explained that "...a paper which is published monthly, which actually is distributed a week after it is sent to press...is not a "newspaper" in the full sense of the word."¹⁸

All three advisers agree on their answer to the fourth question. Journalism, they felt, should be offered in the junior high as a course, rather than extracurricular, thus "...providing the students structured, formal-class time and [an] opportunity to learn how to publish the paper..."¹⁹

The final question asked of the advisers concerned the purposes for which student newspapers exist. The answers given were vague, although all of the advisers indicated that the school paper did much to improve the public relations of the school.

Newsworthiness was questioned. One adviser concluded: "As a disseminator of news, it [the junior high newspaper] has limited value...as a features-type medium it has considerable value."²⁰

¹⁸Ibid.

¹⁹Ibid.

²⁰Letter from DeArv Gimm.

IV. JOURNALISM IN THE KANSAS JUNIOR HIGH SCHOOL

Introduction

The six sections in chapter four discuss the responses of the thirty-nine advisers who reported having a newspaper.

The types of answers supplied by both the advisers and the principals on the questionnaires clearly indicated that (1) several questions were misunderstood, therefore, answers were either incomplete or inadequate; (2) advisers and/or principals did not read the directions carefully or did not completely read the questions in all cases; and (3) blank spaces and illegible handwriting made tabulations difficult to complete.

1. General Information About the Sponsor

Many of the questions concerning the sponsors' situations and backgrounds were left blank. However, this was expected due to the personal nature of the questions.

Subject Taught. Of the thirty-nine advisers reporting publications in their junior high, nineteen (48 per cent) were English teachers. (See Table 1) Only nine of the advisers taught one class or more of journalism, but none taught just journalism. Journalism was combined with teaching assignments of News English, speech and reading, English, and publications. Otherwise, journalism advisers sponsored the newspaper as an extra-class activity.

Table 1
TEACHING DUTIES OF ADVISERS

Subjects Taught by Adviser	Number of Advisers	Approx. %
English	19	49
English-Journalism	5	13
English-Publications	2	5
English-Social Science	2	5
English-News English	1	2.5
English-Math	1	2.5
English-French-Spanish	1	2.5
Speech-Reading-Journalism	1	2.5
Writing-Spelling-Physical Education	1	2.5
Typing	1	2.5
Typing-General Business	1	2.5
Art	1	2.5
Journalism Only	0	0
Unanswered Questions	3	8

Assistant Advisers. Of the thirty-nine advisers, only twelve reported having assistants working with them. One adviser listed as many as six aides, but the majority had only one. All of the English teachers, in one case, assisted the adviser, but a total number was not indicated on the questionnaire.

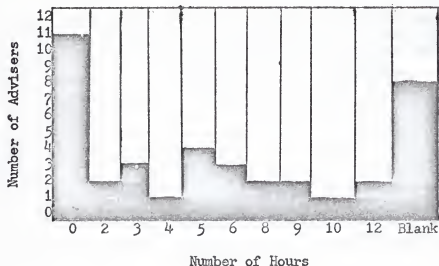
A total of twenty-three advisers worked alone with the student journalists. Four questions were left unanswered.

College Training. The amount of college training an adviser receives before sponsoring a junior high publication has been considered important by journalism educators. Once again, unanswered questions hampered a complete report.

Approximately 28 per cent of the advisers had no college credit hours in journalism. (See Table 2) Ten of the thirty-nine had fewer than six hours, which amounts to less than two three-hour courses. The highest number of

college journalism credit hours reported was twelve. Eight of the advisers did not answer the question.

Table 2
ADVISERS COLLEGE HOURS IN JOURNALISM



Experience. Among the thirty-nine advisers were six who were sponsoring newspapers for the first time. Twenty-two (56 per cent) of the advisers indicated having experience, but seventeen of these had sponsored publications for less than five years. Five advisers fell in a range of from seven to nineteen years of experience.

The nineteen-year veteran had accumulated twelve college hours of journalism. He taught in a school where journalism was offered as a part of the curriculum. In contrast, an adviser with fifteen years experience in a situation where the newspaper was extracurricular had taken only three hours of college journalism.

Eleven of the advisers chose not to answer this question. A true picture, once again, was not possible due to no response.

Several of the advisers indicated they had worked on the staff of their

high school and/or college publication. This was limited to advisers who indicated experience in advising. Ten of the sponsors had worked on a city newspaper at one time. A majority of those with professional experience also indicated many years of teaching experience.

Twenty-eight per cent of the advisers had attended a summer journalism workshop. Only one of the advisers indicated having taken summer college classwork in journalism, although she emphasized that it was not out of necessity.

College Major. Since English was the subject taught most often by the advisers, it can be expected that most of the advisers were English majors. A total of twenty (51 per cent) of the advisers held English degrees. Three additional advisers held double majors, with one of the subjects being English.

No adviser either majored or minored solely in the field of journalism. Exceptions were two advisers holding double minors, one field of which was journalism. This may be an indication of (1) a serious lack of journalism majors with intent to teach coming from the undergraduate journalism programs, or (2) journalism graduates are motivated toward high school teaching. Perhaps the latter is most likely the cause for the lack of journalism majors at the junior high level.

Extra Pay. Because of the amount of extra time spent in any type of publications work, it was not surprising to discover that nine advisers were rewarded with a stipend for their efforts. Four of the nine were receiving \$150 above their base pay. Of the four, two taught at least one class of journalism, one taught journalism as a section of English, and one sponsored the newspaper as an extra-class activity.

Compensations of \$125 and \$100 were paid two other journalism teachers,

while \$50 was allotted to an adviser teaching journalism as a section of English, and \$25 was awarded one extra-class adviser. One sponsor left blank the amount she was paid and listed her newspaper duties as extracurricular.

Overtime. For several of the advisers, it was difficult to determine the number of hours they spent outside regular school time on their publications. One adviser worked up to eight hours weekly. However, the overall average was three hours per week.

One adviser commented that her newspaper and yearbook sponsorship used "...several almost entire weekends during the year." Other advisers worked outside school time only during the periods of publication. These advisers averaged eight hours per issue. Seven advisers did not respond.

Evaluation of Sponsorship. There were mixed reactions to the question which asked the adviser how he felt about his job. (See Table 3) Six suggestions, in multiple choice form, were presented the advisers. Several chose to express themselves through more than one answer.

Table 3
ADVISER ATTITUDE CONCERNING SPONSORSHIP

Characteristic Feeling	Number of Advisers	Approx. %
Interested and Enthused	18	46
Just a Part of my Job	11	28
Load is too Heavy	10	25
Should Receive Extra Pay	9	23
Would Rather be Rid of Job	5	13
Newspaper is a Waste of Time	0	0
Unanswered Questions	7	18

Six advisers were interested and enthused about their jobs, but believed

they should be compensated for their efforts. Another noticeable characteristic was the adviser who started his job with enthusiasm and, as the year progressed, changed his attitude. He then began to feel that his advisership was "just a part of my job." Many were enthused, but believed their class load made it difficult to help the students produce a worthwhile paper.

Objectives of Sponsor or Teachers. Mixed reactions also resulted in the answers to the question of what an adviser believed was his main objective as a teacher or sponsor. (See Table 4) The original intent was for the advisers to choose one answer. Although the questionnaire was worded "your main objective," several chose more than one answer and then added personal objectives of their own.

Table 4
OBJECTIVES OF JOURNALISM ADVISER

Objectives	Number of Advisers
Train student in news writing	6
Train students in responsibility	23
Strengthen all-round writing skills	15
Distinguish between fact and opinion	7
Train students to organize and explain facts	9
Train students to meet others through interviews	4
Prepare students for high school journalism	2
Provide an interesting paper*	1
Provide an outlet for certain students*	1
Publish the best paper possible at this level*	1
A challenge to better students*	1
To provide an extracurricular activity*	1
Unanswered questions	8

*Answers provided by the advisers.

The characteristic which appeared most often was training students in responsibility (59 per cent). More than 38 per cent believed one of their

principal objectives as adviser was to help the student strengthen his all-round writing skills. Three of the advisers chose as many as five objectives and three advisers listed four.

Conclusions

From the onset of this survey, it was determined that few college journalism majors were going to be found among the ranks of the junior high newspaper advisers. None of the advisers had majored in journalism, and only two reported journalism as a part of their double major. Since this was the case, the tendency of an English-teacher domination of sponsorships was expected.

Few advisers indicated previous experience in journalism before their present assignment as a newspaper sponsor. A majority had been advising less than six years, and many did not specify college, high school, or city newspaper experience.

Few journalism advisers received compensation for their efforts. Many, however, indicated that they believed extra pay should be allotted. As a result few advisers felt it was their responsibility to spend much time outside regular school hours in preparation of their publication.

Although many advisers were interested and enthused about their jobs, several complained that the extra responsibility of their publications was a burden when taking other teaching duties into consideration. Many reflected that the task was "just a part of my job," while five would rather be rid of the job altogether. No adviser indicated that their newspaper efforts or the newspaper itself was a waste of time.

Advisers believed two of their main objectives were to teach their students responsibility and to encourage students in strengthening their all-round

writing skills. Only two advisers felt that the junior high experience in publications would help prepare students for journalism at the senior high level.

2. Equipment and Organization

Reproduction Method. The most popular reproduction method of the junior high newspaper was the school mimeograph (38 per cent). The commercial offset method was second with a total of 23 per cent.

Table 5
NEWSPAPER REPRODUCTION

Printing Equipment and Method	Number of Advisers	%
School Mimeograph	15	38.5
Commercial Mimeograph	2	5.1
School Letterpress	1	2.6
Commercial Letterpress	3	7.7
School Offset	1	2.6
Commercial Offset	9	23.0
Commercial (Cover)-School Mimeo	2	5.1
High School Print Shop-Offset	1	2.6
Unanswered Questions	5	12.8

Nine schools were using the commercial offset process. Five years ago this would not have been the case. However, offset reproduction has become more and more popular for commercial printers in recent years.

It came as some surprise that two schools had presses of their own, especially since one of them was offset. The offset press and change-over to its use is considered expensive. Journalism is offered only as a section of English in the school using the offset method. The other school printing plant was a letterpress.

Supplies. The most popular equipment available for producing the newspaper was the typewriter. Sixty-four per cent of the schools reported access to the machines. Seventeen (43 per cent) of the junior highs offered typing as a class.

Thirteen newspapers had cameras available, although several advisers indicated that some cameras belonged to the students. Only five of the schools had darkrooms for picture processing.

Organization Problems. Organization problems reported by seventeen of the advisers varied in nature. The most serious handicap appeared to be a lack of time for regular staff meetings. Advisers indicated holding meetings before and after school because their school day was arranged without an activity period.

Overstaffing was another problem mentioned by advisers. With no limit on membership in newspaper clubs, several advisers commented that it was difficult to keep them all interested and busy. One adviser reported working with seventy to seventy-five persons on the staff of each issue; another worked with thirty students.

Other organizational problems ranged from "...getting stories in for re-writes..." to a lack of volunteer writers. Eight of the advisers left the questions unanswered.

Newspaper Placement in the School Program. Almost 26 per cent of the Kansas junior high newspapers are produced in journalism classroom situation. Ten of the advisers reported teaching at least one hour of journalism. A majority of these courses are offered in the larger school systems where the curriculum has been expanded to include journalism as an elective. Grades were given in each class situation.

Many of the junior high newspapers (54 per cent) are published through the efforts of students and teachers as an extra-class activity. Three schools offer journalism as a section of the English class, and one is produced in an Honors English class. In the two latter situations, student evaluations of journalism work were averaged in with their composition grades.

Staff Meetings. Of the twenty-one extra-class newspapers, eight did not hold regular staff meetings. None of the advisers commented on how the students received their assignments or when they performed their reporting duties.

Seven of the newspaper staffs meet weekly. Most of these were reported among the semi-monthly or monthly publications.

Two advisers reported holding staff meetings every two weeks to produce a monthly paper. Monthly meetings were held by a staff producing a bi-monthly; and a semi-monthly publication held meetings every six weeks. Of these four advisers three listed organizational problems--basically, a lack of contact between the adviser and the student and problems with overstaffing.

Basic Journalism Principles Taught in Extra-class Situations. Where journalism is an extra-class activity, advisers were asked about the basic journalism principles taught in organized staff meetings. (See Table 6) Seventeen answers were listed in multiple choice form. Advisers were asked to check as many basics as were exposed to the students.

Texts Used. Journalism textbooks and workbooks were rarely found in the junior high. They were used only in cases where journalism was taught in a classroom situation or as a section of the English class. Six advisers reported using the following texts and workbooks: High School Journalism-Spears, Lawshe, 1956 (1); Orval C. Husted's Journalism Workbook, 1965 (1); Experiences in Journalism-John Mulligan, 1963 (3); Press Time-Adams and Stratton, 1963 (1).

Table 6
BASIC JOURNALISM PRINCIPLES TAUGHT IN
EXTRA-CLASS SITUATIONS

Subject Areas	Number Checked by Adviser	Approx. %
Editorial Writing	18	46
Feature Writing	17	44
Sports Writing	16	41
Difference Between Fact and Opinion	10	26
Interview Writing	9	23
Proofreading	9	23
Copyreading	5	13
Column Writing	4	10
Headline Writing	4	10
Page Make-up	3	8
Speech Writing	1	2.5
Literary Features	1	2.5
Photography	1	2.5
Newswriting*	1	2.5
Advertising Principles	0	0
Typography	0	0
Printing Techniques	0	0
Newspaper History	0	0
Unanswered Questions	1	2.5

*Answer suggested by one of the advisers.

One adviser reported her journalism class would obtain a textbook for next year. Four schools where journalism was offered as a part of the curriculum did not use textbooks or workbooks.

Conclusions

The offset method of printing is becoming popular at the junior high level. As commercial shops make the change-over, so will the junior high publications that have their printing done commercially.

School mimeographing procedures will continue to be a popular method of reproduction, as was indicated by the number of responses. Schools just

starting a newspaper program will probably rely on the mimeograph before moving on to the press.

In cross checking questions and answers, it was interesting to note the following: (1) that six extra-class newspapers used offset; the others were mimeographed; (2) that all three newspapers which were produced as a section of English were offset; and (3) that in actual journalism class situations, two used offset, four used the letterpress, and four mimeographed their newspapers.

Two junior high schools reported having their own presses, one a letterpress, the other an offset. Because offset is available in many sizes, this does not indicate that the school invested several thousand dollars in an offset press, although it is not entirely inconceivable.

Other than supplies of minimal cost (staples, stencils, etc.), the junior high newspapers do not appear to be well stocked with equipment necessary in the production of a paper. Less than 65 per cent reported having typewriters. Only 33 per cent of the schools had cameras, many because the newspapers did not print pictures.

Poor meeting schedules, a lack of contact with student reporters, and large staffs were the main organization problems. Many advisers indicated that their staffs were not limited in size. Therefore they had to find work for as many as seventy to seventy-five students per issue.

Eight advisers reported having no staff or work meetings for their newspaper. Obvious complications can be derived from this deficiency, and all related to problems of organization.

More than half (54 per cent) of the junior high newspapers are a part of the extra-class activity program. Ten (25 per cent) are produced in actual

journalism classroom situations, and four are a product of English sections.

A serious lack of basic reporting principals were taught to the student reporters in extra-class situations. It may be assumed that the advisers merely assign students to areas of interest (to the student), and then turn them loose. In addition, it is obvious from the lack of advisers reporting that they taught principles of make-up and layout, that the advisers do most of the work in this area. Students could not perform these journalism feats without guidance.

The only cases in which journalism textbooks and workbooks were used were situations in which actual classrooms existed. However, four of the advisers teaching at least one journalism class did not report using a text. Only three textbooks and one workbook were reported by a total of six advisers. No extra-class newspaper situations involved the use of a journalism text of any nature.

3. Newspaper Staff

Editor Requirements. A majority of students serving as editors for their school newspapers are chosen one of two ways--by the adviser or by other members of the staff. Almost 43 per cent of the advisers believed they should be responsible for choosing the editor, while 18 per cent allowed the staff to make the selection.

Approximately 17 per cent of the staff was chosen in a variety of other ways. One newspaper editor, for example, was appointed by the principal. In still another case, the editorship was rotated monthly. Six advisers did not respond.

Staff Requirements. Requirements for staff positions (assistant editor,

sports editor, page editor, etc.) were complex in number. (See Table 7) Only five advisers maintained singular qualifications. Most of the others listed an average of three to four requirements, with two advisers listing as many as seven.

Table 7
REQUIREMENTS FOR STAFF POSITIONS

Requirements	Number	%
Leadership Qualities	21	54
Adviser Approval	21	54
Interest	19	48
Writing Skills	14	36
Overall Good Grades	13	33
Good English Grades	12	30
Faculty Recommendation	6	15
Change each Semester; Class Elects Staff*	1	2.5
Submit Copy*	1	2.5
Responsibility*	1	2.5
Student Time*	1	2.5
No Requirements	1	2.5
Unanswered Questions	6	15

*Answers suggested by advisers.

It was not surprising to find leadership qualities and adviser approval as two of the basic requirements for staff positions. Since leaders are necessary in staff positions, advisers would obviously choose those persons most capable of making proper assignments to their reporters.

Selection of Reporters. Reporters are selected by such a wide variety of methods that it would be unrealistic to arrange them on a chart. The multiple choice answers supplied for the advisers included (1) enrollment in journalism classes, (2) selection by the adviser only, (3) selection by the adviser and assisted by the English faculty, (4) selection by the adviser and assisted by all of the faculty, (5) selection by the publications board, (6) making

application, (7) maintaining good English grades, or (8) maintaining over all good grades.

Included in the additional methods suggested by the advisers were (1) electing two students from each class to serve on the staff, (2) joining the newspaper club, (3) Honors English class only, and (4) volunteers.

Of all the methods suggested, none were outstanding. Five advisers left the question unanswered.

Interest was the basic requirement for a reporting position on the junior high newspapers. (See Table 8) Twenty of the advisers placed interest before good English grades and above average writing skills, which were expected to rate higher.

Table 8
REQUIREMENTS FOR REPORTER POSITIONS

Requirements	Number	Approx. %
Interest	20	51
Writing Skills	15	38
Good English Grades	14	36
Adviser Approval	9	23
Overall Good Grades	7	18
Faculty Recommendation	7	18
Leadership Qualities	4	10
No Requirements	3	8
Dependable*	1	2.5
Chosen by Homeroom*	1	2.5
Members of Honors Class*	1	2.5
Volunteers*	1	2.5
Unanswered Questions	5	13

*Suggested by the advisers.

Limiting Activities. More than 66 per cent of the advisers reported that students were not limited by school policy to the number of activities in

which they could participate. However, 36 per cent of the advisers do limit activity involvement.

The basic reason for limiting student reporters was to maintain a workable staff. Most advisers feel there is not enough work to keep a large number of students busy for each issue.

Almost 49 per cent of the advisers felt there was no need for a limit of reporters, especially in their particular situations. As many students who are interested, they believed, should be exposed to the experience.

There is no doubt that each school situation would determine the limit on students desiring to work on the newspaper. For example, a student is less likely to join a newspaper club which schedules its meetings before or after school. However, if the school has daily activity periods during which meetings could be held, an adviser would most likely have to limit his group.

In four class situations, advisers who limited students believed it was necessary to have "good" students working on the newspaper staff.

Even though there were more advisers not imposing limitations on the size of the staff, a majority believed that not just anyone should have the opportunity to serve on the newspaper.

Most of the reasons reflected the idea that not all students are capable of the writing skills necessary for reporting. Other advisers suggested that students lack responsibility and would facilitate getting the work done.

Those advisers who believed anyone should have the opportunity to serve on the staff supported the idea that extracurricular activities should benefit as many students as possible. This would include the advantages of acquiring responsible attitudes, dependability, and the opportunity for students to find their interests and talents.

One adviser suggested that students not capable of news reporting, staff positions, or proofreading assignments could work in circulation. Many students not having the necessary writing skills could be worked into the program by assignment to other mechanical duties (such as running off the paper if it is produced by mimeographing).

Staff Enthusiasm. Enthusiasm for joining and serving on the newspaper staff was overwhelming according to the advisers. Several believed, however, that the enthusiasm and interest waned as the year progressed.

Some advisers did not feel that the question of staff enthusiasm could be answered with a yes or no. Interest would be more intense, in their opinion, if journalism non-class situations became courses in which credit was given.

Only two advisers believed their students were not enthusiastic about their positions on the newspaper staff. One of the two commented that students on her staff "...felt compelled to join an interest club..." and that "...some feel it is a matter of prestige to be on the staff, but are not enthusiastic about working." The other adviser complained of inefficiency on the part of her staff members—late stories which were "...poorly written..."—was her indication of a lack of interest on the part of the students.

General Student Body Reaction to the Newspaper. In excess of 71 per cent of the advisers believed the general student body was enthusiastic about the newspaper. The most popular reasons offered in support of their opinions included: (1) students show enthusiasm over future issues; (2) many subscribe to the newspaper; (3) newspaper sales are always good; (4) students are eager to see their own names in the paper; and (5) students make favorable comments to the staff and the adviser.

Number on Staff. There were almost twice as many girls taking part in

junior high journalism programs as boys--392 to 205. Of the thirty-nine questionnaires only thirty gave definite totals. Three advisers did not specify the number of boys or girls, but gave the total number of students participating on their staffs.

The largest staff included an entire ninth grade class. The adviser complained of having to work with from seventy to seventy-five students per issue. This particular group was not averaged in with the rest of the totals due to the exceptional situation.

Otherwise, a staff of forty-one--thirty-one of them girls--was the largest group reported. The average staff consisted of almost twenty students.

Only three staffs involved more boys than girls. Twenty-five claimed more girls than boys, and only two had an equal distribution. The average number of boys per staff was approximately seven, while the girls averaged thirteen.

In 67 per cent of the cases, students were not limited to the activities in which they became involved. Because this was true, it would be safe to assume that boys at this age level are less enthusiastic about newspaper reporting and writing than are the girls.

Copy Problems. Copy preparation problems were reported by eighteen of the advisers. Five of these did not justify their answer, so it is impossible to know the total scope of the problems they faced.

Student irresponsibility in the preparation of copy was the main handicap. Students were accused of (1) taking too long to prepare news stories; (2) having a limited writing ability; (3) neglecting assignments; (4) producing illegible copy; and (5) exercising poor proofreading.

Occasionally an adviser mentioned the lack of typists, the time consuming

responsibilities of teaching proper copy preparation methods, and an over abundance of copy for print. One adviser reported that she had to type the copy and justify the right column before it was sent to the typist. As a result, copy deadlines were pushed one week ahead of distribution to allow for the time the advisers spent in determining how much copy would fit the pages. The news value of the publication was, therefore, considered negligible by the adviser.

Newspaper Activities. Other than actual writing and reporting, advisers indicated that students are assigned to a variety of other jobs necessary in the printing of the school paper. (See Table 9) The two most popular activities were page make-up and typing. Both held a definite advantage over distribution of the newspaper, which was expected to rate the highest.

Table 9
STUDENT ASSEMBLAGE OF THE NEWSPAPER

Activities	Number	Approx. %
Typing	18	46
Page Make-up	18	46
Distribution	9	23
Assembly	9	23
Proofreading	7	18
Planning Stories and Pages	3	8
Writing Headlines	3	8
Selling Subscriptions	2	5
Artwork	2	5
Printing	2	5
Copyreading	2	5
Story Assignments	2	5
Selling Advertising	1	2.5
Editing	1	2.5
Pasting Articles	1	2.5
Selling the Newspaper	1	2.5
Writing Outlines	1	2.5
Running Mimeograph Machine	1	2.5
Designing Covers	1	2.5
None	1	2.5
Unanswered Questions	8	20

Conclusions

Advisers assume the role of choosing the leaders for their school newspapers. A majority of editors and co-editors (staff members serving as editors in different departments) must have adviser approval before assuming their duties.

Of all the multiple choice answers provided, advisers indicated taking student leadership qualities, interest, grades, and responsible attitudes into consideration before assigning editor positions. However, each quality was listed separately, and the results showed a multiple combination of answers (i.e., adviser approval and leadership qualities or adviser approval and good grades, etc.).

When only one response was given by the adviser in determining who would be the editor, fifteen were chosen by adviser approval, ten were elected by staff members, and one was appointed by the principal.

There was no pattern as to how reporters attained a position on the newspaper. Five advisers reported that students only had to enroll in their journalism class to become eligible for the staff. Five others had students fill out applications.

Academic requirements were not as pressing as leadership qualities for editor and staff positions. Several times advisers turned to the faculty for recommendations. Interest was also a basic requirement for the student to take into consideration before considering a staff position.

Over-all good grades, leadership qualities, and dependability ranked far below interest--the main requirement for reporter positions. Writing skills and good English grades were also basic considerations for students who anticipated serving on the newspaper.

Many advisers limited their staff in order to increase the quality of work to be done per issue. Where staffs were not limited, advisers complained of organization problems. In these cases, school policy allowed any student wishing to join the newspaper club or enroll in the journalism class if they showed interest. A majority of advisers, however, believed that many students were capable of assuming newspaper staff or reporter responsibilities.

Advisers reported a high degree of enthusiasm among those students who joined the staff as well as the student body who read the finished product. Few advisers indicated that students, either on the staff or off, thought the newspaper was not worthwhile.

More girls than boys, however, participated in the newspaper programs. The boys were outnumbered almost two to one.

Many advisers reported problems with copy preparation. The majority believed the cause was student apathy towards story assignments.

Students had the opportunity to participate in numerous newspaper activities other than writing and reporting. Several of these jobs (distribution, newspaper assemblage, artwork, selling advertising, and selling subscriptions, etc.) gave students who lacked writing skills the chance to work on a publication if he was sincerely interested.

4. Newspaper Finances

Expenses. The most outstanding expense reported by advisers was printing. All those reporting outstanding printing costs were reproducing their newspaper commercially--seven were offset, one was letterpress, two used the mimeograph, and one mimeographed newspaper used commercially reproduced picture covers.

School mimeographed newspapers listed stencils and paper as their most expensive supplies. Four schools listed pictures and picture processing as an expensive activity. One school reportedly had to pay for their typing. Another listed ink as an outstanding expense.

Seven newspapers reported that they had no outstanding expenses. Four of these were subsidized 100 per cent by the school board, one by the school board and single sales, and one by activity tickets and advertising. One adviser in this group did not list how his newspaper was financed. (One-third of the advisers did not answer this question.)

When advisers were asked to give the specific amount of the cost of their newspaper per issue, only eight were able to do so. If the exact amount was not available, advisers were asked to estimate their expenses. (See Table 10) Seven multiple choice suggestions allowed the advisers to place their answer within twenty-five-dollar ranges.

Table 10
PUBLICATION COSTS

Costs Per Issue	Number	Approx. %
Under \$50	17	44
\$51-75	2	5
\$76-100	2	5
\$101-125	0	0
\$126-150	1	2.5
Above \$150	2	5
Information Unavailable	5	13
Unanswered Questions	10	26

Although six advisers listed a profit at the end of the school year, only one knew the exact amount--a \$50 profit. Four of the newspapers reporting

profits used a school mimeograph, one was a commercial mimeograph, and one utilized a commercial letterpress. None of the advisers commented on what was done with the profit.

Three of the six advisers who reported losses gave exact amounts of \$25, \$50, and \$1,000.

The adviser listing the \$25 loss also estimated that it cost \$25 to print each issue. The printing method was school mimeograph. The \$50 loss was also a school mimeograph paper, but had a commercially printed picture cover.

The junior high reporting the \$1,000 annual loss was printing by commercial offset. Cost of printing per issue was \$100.

Three advisers sponsored newspapers which broke even at the end of the year. Two of these newspapers were reproduced by commercial offset, and one was a school mimeograph publication.

Profits and Losses. More than 61 per cent of the advisers did not answer the question concerning profits or losses. This greatly hampered an accurate report on the financial status of the junior high newspapers.

Methods of financing the school newspaper varied. (See Table 11) Sixteen papers depended entirely upon a single resource, and fourteen relied on two or more sources. Nine advisers did not answer the question.

Although only six advisers reported losses during the school year, seven responded to the question of how deficits were eliminated. Three school boards made good the losses of their junior high newspapers, two were backed by general funds, one by the activity fund, and one by selling additional papers and sponsoring a school dance.

Twenty-four advisers did not answer the question, and no indication was given as to whether the sponsors realized year end profits or losses. One

sponsor claimed that their losses were not made up. It would seem unlikely that the newspaper would be able to stay in existence if it continued to loose money.

Table 11
NEWSPAPER FINANCIAL SOURCES

Method	Number	Approx. %
Activity Tickets 100%	3	7.5
School Board 100%	6	15
Advertising 100%	0	0
Subscriptions 100%	3	7.5
Single Sales 100%	4	10
Activity Tickets-School Board-Ads	1	2.5
Subscription-Single Sales	4	10
Activity Tickets-Advertising	2	5
Activity Tickets-Student Council	1	2.5
Ads-Subscriptions-Single Sales*	1	2.5
Advertising-Single Sales	1	2.5
School Board-Single Sales	2	5
School Board-PTA	1	2.5
Activity Tickets-Subscriptions-Single Sales	1	2.5
Unanswered Questions	9	25

*Students also sold personal greeting cards for the newspaper fund.

Seven advisers reported having no deficits. Several who had indicated their school paper made a profit did not feel the need to answer this question.

Financial Problems. Almost 54 per cent of the advisers did not list special financial problems. There were, however, fourteen unanswered questions. One adviser mentioned only occasional financial problems when subscriptions and advertising did not cover the newspaper expenses.

Three advisers mentioned having serious financial problems, each for a different reason. One complained that advertising was difficult to obtain "...in some years." Undoubtedly competition with the high schools in the area

and other local publications caused the problem in this situation.

When the principals were asked about the financial status of their newspaper, three reported having a serious problem. Two of these principals also had advisers reporting difficulties. However, in a situation where the adviser had reported overwhelming printing costs, the principal reported no financial problems. Over-all a total of twenty-five principals indicated no financial barriers.

Only five newspapers reported using advertising in their junior high publications. None of the papers relied 100 per cent on advertising for financial support.

Advertising rates ranged from \$.50 to \$2.50 a column inch. None of the newspapers had access to advertising mats.

Conclusions

The financial section contained fewer answers than any of the other areas on the questionnaire. It appeared that most advisers were not aware of the financial status of their newspapers. Because of the lack of answers, it is difficult to determine the true financial status of the junior high papers. In addition, any conclusions drawn from the answers may not only be inaccurate, but unfair interpretation. However, several trends seen in the answers should be considered.

All eleven of the advisers who reported printing as their outstanding expense were reproducing their newspapers commercially. More than 63 per cent of the eleven were using the offset method of printing.

Stencils and paper were the most outstanding expenses of the advisers sponsoring newspapers mimeographed at the school. Two of these newspapers

reported operating at a loss.

Only eight of the fifty-nine advisers knew the exact amount of printing costs per issue. A majority, however, were able to estimate.

Seventeen newspapers were able to produce their newspapers for less than \$50 an issue. Eight of these were commercial reproductions.

Two newspapers were charged more than \$150 per issue. Both were commercial, but one was letterpress and the other was offset. Neither of the schools indicated that their newspapers experienced yearly losses.

An incredible \$1,000 annual loss was recorded by one adviser. The newspaper was a monthly, and the adviser estimated that each issue cost \$100 to produce by commercial offset. The adviser had listed printing, pictures, and picture processing as outstanding expenses.

Few advisers knew whether they were experiencing a profit or a loss at the end of the school year. Six advisers reported a profit and six indicated losses. Three newspapers broke even.

A variety of methods was used to obtain financial resources for their school papers. However, sixteen were supported 100 per cent by a single resource. Three of these were using activity ticket funds, six were subsidized by the school board, three raised money with subscriptions, and four depended upon single sales.

The other fourteen advisers answering this question used a combination of methods, which in addition to the above, included ad sales, Student Council, or PTA funds.

5. Newspaper Contents

Newspaper Size. Advisers recorded fifteen variations in newspaper sizes.

(See Table 12) The smallest format was a $5\frac{1}{2} \times 8\frac{1}{2}$ --a commercial offset, one-column newspaper. The largest newspaper was 11 x 15 with a five-column format. Almost thirty-six per cent of the newspapers had an $8\frac{1}{2} \times 11$ inch format.

More than 43 per cent of the newspapers had two columns per page. Only two of these were offset papers, while fourteen were mimeograph. One two-column newspaper was produced by letterpress.

Table 12
NEWSPAPER SIZES

Size (In Inches)	Total Number
$5\frac{1}{2} \times 8\frac{1}{2}$	1
6 x 9	1
$6\frac{1}{2} \times 8\frac{1}{2}$	1
$7\frac{1}{2} \times 11$	1
8 x 10	1
8 x 11	1
8 x 12	1
$8\frac{1}{2} \times 11$	14
$8\frac{1}{2} \times 14$	3
9 x 12	1
9 x 14	1
10 x 14	1
10 x 16	1
11 x 14	1
11 x 15	1
Unanswered Questions	7

Two advisers reported one-column newspapers reproduced by offset. Three-column newspapers were most popularly printed by offset. Of the four listed, three were offset and one was mimeographed.

Four advisers reported four-column newspapers. They were equally divided--two and two--between letterpress and offset.

Two five-column papers were recorded by advisers--one a mimeographed

publication, the other a letterpress. The page size for one of these newspapers was not indicated, but the five-column commercial offset was printed on a 11 x 15 page. Nine of the advisers did not respond.

Seventeen variations on average number of pages per issue were recorded by advisers. More than 25 per cent consisted of four pages.

The method of printing had much to do with the total number of pages printed. Mimeograph newspaper averaged almost fourteen and one-half pages per issue, with two advisers reporting twenty-five pages each issue. Offset averaged only five pages per issue, with an eight page maximum. A little more than five pages per issue was registered by four advisers using letterpress.

Approximately 62 per cent of the advisers reported that they had no problems with layout. Seven listed one or more areas in which they were experiencing difficulties, none of which were the same. Problems mentioned were justification of the right hand margin, limited head size and style, reducing type, the handling of artwork, too much copy for print, no pictures to balance pages, and difficulties in filling the pages.

Pictures. Seventeen of the thirty-nine junior high newspapers used pictures. Almost 59 per cent of these were offset, 29 per cent were mimeographed, and 12 per cent were letterpress.

Eight newspapers reproducing pictures were extra-class. Only one adviser taught photography (See Chart 6). Therefore, it may be assumed that many of the students were using their own judgment in the selection of pictures taken for the newspaper.

Contents of the Newspapers. The five most common story types in junior high papers were sportswriting, feature material, interview stories, editorials, and student prepared poems, prose, and short stories. (See Table 13)

It should not seem unusual that sports stories were listed more often than features. Many features were listed under several different headings (i.e. school programs, interview stories, etc.). Only one adviser reported that students wrote "news" stories. Many believed that by the time the paper reached the students the contents no longer had news value. They considered the newspaper as a report of outdated events.

Table 13
NEWSPAPER CONTENTS

Contents	Number	*Approx. %
Sports Stories	33	85
Feature Stories	32	82
Interview Stories	31	79
Editorials	31	79
Student Creative Poems, Prose, and Stories	30	77
Calendar of Events	25	64
Fillers	23	59
Front Page Drawing (Ditto or Mimeo)	21	54
Cartoons	20	51
News Columns	19	49
Drawings	19	49
Sports Columns	18	46
Photographs	17	44
Gossip Column	15	38
Planned Headlines	12	30
Reviews (Books, Movies, Etc.)	11	28
Sports Editorials	11	28
Crossword Puzzle	8	20
Outside School News	7	18
Flag	6	15
Special Features	6	15
Advertising (Commercial)	6	15
Dear Abby-Type Advice Column**	2	5
Mystery People**	2	5
Opinion Columns on News Issues**	2	5
School Programs**	2	5
Teacher Editorial**	1	2.5
Student Advertising**	1	2.5
Unanswered Questions	5	13

*Per cent of thirty-nine reporting newspapers. Advisers listed as many areas as pertained to their newspaper.

**Areas suggested by advisers.

Reproduction Problems. Only one adviser mentioned having specific problems in reproduction--an outdated mimeograph machine. More than 64 per cent of the advisers reported no reproduction problems. Thirteen did not answer the question.

Frequency of Publication. One-third of the junior high newspapers are monthlies. (See Table 14) Five of these are reproduced by offset, four by mimeograph, and three by letter. One question was left unanswered.

Three semi-monthlies were the most frequently produced newspapers. One adviser reported that the students published a newspaper "...when we can," and another referred to the frequency of their publication as "...erratic."

Table 14
FREQUENCY OF PUBLICATION

Period of Time	Number	Approx. %
Weekly	0	0
Semi-Monthly (Every two weeks)	3	8
Every three Weeks	1	2.5
Monthly	13	33
Six Yearly (Every six weeks)	5	13
Five Yearly (Every 7.5 weeks)	1	2.5
Bi-Monthly (Every eight weeks)	3	8
Four Yearly (Every nine weeks)	4	10
Three Yearly (Every thirteen weeks)	3	8
Four-Six Yearly	1	2.5
Annually	0	0
When we can	1	2.5
Erratically	1	2.5
Unanswered Questions	3	8

Other Publications. Yearbooks were produced by eighteen (46 per cent) of the reporting schools. A cross check showed that eight of the yearbooks were produced in extra-class situations, seven in journalism classrooms, and

three in sections of English.

One magazine was recorded as a by-product of a journalism class. Three literary magazines were reported by advisers. Two were extra-class and one was from a journalism class.

Ten advisers reported no publication efforts other than newspapers. One school gave up its yearbook last year, but offered no reason. Six advisers did not answer the question.

Conclusions

Junior high newspapers assume a variety of sizes. Advisers recorded newspapers from one to five columns and from $5\frac{1}{2} \times 8\frac{1}{2}$ to 11×15 inches in page size. In volume the smallest paper consisted of one page (printed on both sides). Two publications averaged twenty-five pages per issue.

Several advisers indicated that newspaper size created problems in page layout. While a smaller page would have an excessive amount of copy for each issue, a newspaper with a large format had problems filling their news holes.

Of the eighteen newspapers utilizing pictures, seven were in situations where photography was not taught in the classroom. Ten of the newspapers using pictures were reproduced by offset, five by mimeograph, and three by letterpress. One mimeographed newspaper had only the picture cover printed commercially, but did not indicate which process was used.

Sportswriting was checked most often by advisers when asked to record the copy contents of their newspaper. Items mentioned by at least twenty-five advisers (in addition to sportswriting) included (1) feature writing, (2) interview stories, (3) editorials, (4) creative student stories, poems, and prose, and (5) calendars of events.

An interesting inclusion in one newspaper was a monthly teacher editorial. An unexpected number of advisers reported that students wrote book and movie reviews. It is assumed that most of the eleven advisers allowed students only the right to review, as opposed to criticism. However, it is not entirely inconceivable that students, through the contents of their copy, urged other students to read a certain book or to attend a movie.

Seven newspapers printed news about occurrences outside the realm of the school. None of the advisers indicated whether this was local or national news.

Reproduction problems were minimal. Only in situations where the newspaper was printed at the school would problems of reproduction of a serious nature be reported by the adviser. When the newspaper is produced commercially, the problems are left to the printer.

A majority of junior high newspapers (one-third) are monthlies. None of the students published weeklies, and only three schools had semi-monthly papers (every two weeks). Three advisers reported publishing a newspaper every thirteen weeks. These were the least frequently produced papers in the Kansas junior highs.

6. Adviser-Principal Evaluation

The last twelve questions, divided into two sections, concerned an evaluation of newspapers in the junior high by the advisers and the principals. The same six questions were used in both sections so that a comparison could be made between the two sets of answers.

Useful Purpose of the School Newspaper. In determining the usefulness of junior high newspapers, advisers and principals were asked if its school

newspaper served a definite purpose between (a) students, (b) students and the school, and (c) the school and the public. (See Table 15) Principals and advisers could choose any one of the three or a combination if they believed their newspaper qualified.

Table 15
PURPOSE OF THE SCHOOL NEWSPAPER
ADVISERS VS. PRINCIPALS

Newspaper Serves a Useful Purpose Between:	Advisers	Principals	Totals
Students	24	29	53
Students and School	27	32	59
School and the Public	16	18	34

Sixteen agreed in their choice of purposes. Otherwise there was a disagreement among adviser and principal as to why their school newspaper exist. Nine advisers and four principals chose not to answer the question.

Function of the School Newspaper. Advisers and principals were asked to rate the following functions according to the order in which the newspaper served the students: (1) as an instrument of entertainment, (2) as a disseminator of news, and (3) as a stimulant for active participation in school activities. (See Table 16)

The chart reveals a contrast in answers recorded by both the advisers and principals. While fourteen advisers saw entertainment as the first function of their paper, twenty-two principals indicated that entertainment was the third function. Eighteen principals saw their newspapers as disseminators of news, whereas only eight advisers made this their first choice.

Ten agreed on the order in which they placed their answers, which leaves

a lot of room for a discrepancy between the remaining twenty-nine. In addition, several advisers and principals listed only a first or a first and second choice. Therefore, the number of blanks varied for each function.

Table 16
NEWSPAPER FUNCTIONS: ADVISERS VS. PRINCIPALS

Function	Advisers	Principals
Entertainment 1st	14	6
Entertainment 2nd	9	4
Entertainment 3rd	8	22
Blank	8	7
Disseminator of News 1st	8	18
Disseminator of News 2nd	12	8
Disseminator of News 3rd	11	6
Blank	8	7
Stimulant for Active Participation 1st	11	11
Stimulant for Active Participation 2nd	9	20
Stimulant for Active Participation 3rd	12	4
Blank	7	4

Future Purposes. When asked if school newspapers would serve significant purposes in the future, thirty-one principals and twenty-six advisers said yes.

Major reasons given by advisers included (1) students are offered a chance for exploration of possible vocational work, (2) promotes interest in the mass media, (3) provides a learning experience, (4) provides an outlet for creative news writing, and (5) makes up for a lack of communications in the school.

To support their affirmative positions, the principals offered the following reasons (1) provides a learning experience, (2) provides a medium of exploration, (3) provides a means for student expression, (4) gives students

writing experience, (5) renders good public relations (between the home, the school, and the community), and (6) posts students on school activities.

None of the principals believed that newspapers would not serve significant purposes in the future. Three advisers, however, believed that students at this level were not interested or capable of producing a quality newspaper.

One adviser and one principal said they were not qualified to answer this question. Another adviser believed that the significance of newspapers in the junior high depended upon the school's organization. Eight advisers and seven principals did not answer the question.

Subject Vs. Extra-class. Advisers and principals were almost evenly split on the question concerning journalism taught as a subject or integrated as an extra-class activity.

Table 17
JOURNALISM: SUBJECT OR EXTRA-CLASS?

Item	Advisers	Principals
Extra-class	11	10
Subject	12	12
Depends on the Situation	1	4
Section of English*	1	5
Section of English or Extra-class**	0	2
Unanswered Questions	14	6

*Suggested by Adviser and Principals.

**Suggested by the Principals Only.

As a subject the advisers and principals believed that in a classroom situation (1) there would be more time to do the newspaper right, (2) there would be more organization, (3) there would be more of an effort on the part of the student because a grade would provide incentive, (4) teachers could

teach the proper journalism techniques, (5) teachers would have more time to sponsor the newspaper, and (6) students could express themselves better.

Advisers and principals supporting journalism as an extra-class activity believed that the junior high curriculum was already overloaded with basic courses. In addition, qualified teachers on this level would not be available for the classroom.

Junior High Newspapers? Almost 72 per cent of the advisers and 82 per cent of the principals believed that there should be newspapers in the junior high.

Combined reasons expressed by the two indicated that school newspapers (1) are good for school spirit and cohesion, (2) promote writing, (3) induce interview contacts, (4) provide creative experiences, (5) develop leadership, responsibility, and identity among the students, (6) serve as a good public relations instrument (between students, the school, and the home), (7) encourage the reading of other newspapers, and (8) introduce possible future vocational aspirations for the students.

Negative answers were expressed by three advisers. Two did not offer reasons for their opinion. The other believed that journalism should not be offered unless a classroom situation existed. Journalism classes at the junior high level, the adviser commented, are not necessary this early in the secondary school curriculum.

Two principals believed journalism had no place in the junior high. One gave no reason, while the other believed that the junior high curriculum was already overcrowded with basic subject assignments and extra-class activities. Five principals did not answer the question.

One adviser had no opinion concerning journalism in the junior high.

Another did not feel qualified to answer the question. Six did not respond.

Advantages and Disadvantages of Junior High Newspapers. The final question asked advisers and principals to list advantages and disadvantages of newspapers in the junior high. Both supplied a variety of answers, many of which overlapped in meaning.

Advisers listing advantages suggested that school newspapers (1) promote school spirit, organization, and responsibility, (2) provide an activity for those not able to participate in athletics, music, etc., (3) prepare students for high school journalism, (4) develop basic journalism skills, (5) afford the opportunity to understand the world around them, and (6) create good public relations situations between students, the home, and the community.

Most principals also believed that their school newspaper served an important public relations function. Other advantages listed by principals maintained that junior high publications (1) promote school pride, unity, and communications, (2) stimulate learning, (3) provide an activity for students incapable of athletics, (4) train students in basic journalism techniques, (5) develop characteristics of student self-realization, organization, group work, expression, discipline, positive thinking, and decision making, and (6) allow students to explore their interests in journalism.

Disadvantages listed by advisers and principals were more definite and showed some continuity in thought. (See Table 18)

Other disadvantages mentioned at least once by the adviser or the principal included (1) students who work for personal glory, (2) students already overworked, (3) students not enthusiastic about producing a newspaper, (4) no academic credit involved, (5) lack of proper equipment, (6) harmful to the school if not properly handled, (7) too few students can participate, and (8)

advisers receive no extra pay for their time.

Table 18
DISADVANTAGES OF JUNIOR HIGH NEWSPAPERS
AFFIRMATIVE ANSWERS

Disadvantages	Advisers	Principals	Totals
Time Consuming	7	5	12
Expenses	1	4	5
Students Not Capable	8	0	8
Advisers Overworked	2	2	4
Unqualified Advisers	2	1	3
Irregular meeting schedule	3	0	3
Becomes Teacher-Centered	2	0	2
Unanswered Questions	16	15	31

Because of the number of unanswered questions, it may be safely assumed that the figures on the above chart are conservative. The seriousness of the handicaps involved in the production of some newspapers may not have been listed.

Conclusions

The major problem in correlating the evaluation section of the questionnaire was the large number of blanks left by the advisers and principals. Four of the six questions asked were essay which explains the number of blanks. Lists of multiple answers were not provided because personal comments were desired.

In determining the useful purpose of the junior high newspaper more than 75 per cent of the advisers and principals saw their publications as a useful cohesive instrument between the students and the school. Less than half of both groups of educators saw the newspaper serving as a liaison between the

school and the public.

Forty-one per cent of the advisers and principals agreed on their answers supplied to this question. A majority of them had selected all three choices.

Principals seem to be more idealistic about the function of their school newspaper than the advisers. Table 16 shows the contrast in their feelings about the school paper serving as (1) an instrument of entertainment, (2) a disseminator of news, or (3) a stimulant for active participation in school activities. Each ideal was rated--one, two, or three--by the advisers and principals.

Almost 36 per cent of the advisers believed the first function of their newspaper was entertainment. A majority of the principals, however, listed entertainment third, and indicated that news was the primary function of their paper. Thirty-two advisers listed their newspapers as a stimulant for active participation in school activities as either a first or second choice.

An overwhelming majority of both advisers and principals saw the school paper serving significant purposes in the future. The two major reasons were the over-all experiences gained by the students and the public relations possibilities between students, the school, and the community.

A split decision resulted from the question concerning journalism offered as a subject or placed in the extra-class program. Several advisers and principals believed the school situation should determine how journalism is placed in the school program. Some principals suggested that newspaper work be included in the English sections.

Most advisers and principals believed that junior high schools should have newspapers. Only three advisers and two principals were opposed to junior high journalism.

Those who supported the school paper indicated they served useful functions for both the student and the school. Students would learn writing skills and develop character, while the school would benefit through the public relations possibilities both in and out of the school situation.

Although few reasons were given for the negative responses, one adviser believed that offering journalism in the junior high curriculum was too early. Principals opposing journalism at this level generally agreed that the curriculum was too overloaded with basic subjects to include another elective course.

V. NEGATIVE REPLIES

Of the fifty-two schools having no newspaper, only thirty-three qualified according to the seventh through tenth grade requirement. Principals in the schools provided information in these cases.

The three classifications of grade groupings included (1) twelve schools having grades seven through eight; (2) twenty with grades seven through nine; and (3) one with grades eight and nine.

Reasons for Having No Newspaper. Because these thirty-three schools were without newspapers, the principals were asked to give reasons. (See Table 19) Twenty (60 per cent) reported personnel as the main reason. Most of the principals gave multiple reasons (i.e. personnel and expense).

Table 19
WHY SCHOOLS HAVE NO NEWSPAPER

Reasons	Number Reporting	Approx. %
Personnel	20	60
Expense	9	27
No Need for a Newspaper	4	12
No Facilities Available	4	12
No time	4	12
Lack of Interest	4	12
No Space for Work	2	6
Overcrowded School	2	6
Never Had One	1	3
No Class in Journalism	1	3
Newly Reorganized District	1	3
Junior High News in High School Paper	1	3
Unanswered Questions	4	12

Evaluation. Principals were asked to comment on the following four essay questions whether or not they had a school newspaper: (1) Will school newspapers serve significant purposes in the future? Why? (2) Should journalism be an extracurricular activity or taught as a subject in the junior high? Why? (3) Should junior high schools have newspapers? Why? and (4) What do you feel are the advantages and/or disadvantages of newspapers in the junior high? Each of these questions had also been asked of the advisers.

The main problem encountered in the principal's evaluations of the four questions was the number of unanswered questions. It was expected, however, that many of the principals would not fill in this part of the questionnaire for two reasons (1) instructions on page one directing the principal to the questions on the sixth page were not carefully read; or (2) the principals did not feel qualified to answer the questions properly.

Future Purposes. Only three principals indicated that school newspapers would not serve significant purposes in the future. Two of the three offered reasons. One principal believed that his school was too small to justify having a newspaper. The other indicated that he could see no need for any type of junior high publication.

Sixteen principals saw newspapers serving important purposes in the future. The following ideas were offered in support of the principal's opinions: (1) the newspaper can be used as an educational tool; (2) the newspaper can serve to stimulate interest in the school and create a uniting influence; (3) the newspaper helps students gain experience and the opportunity for expression; and (4) the newspaper helps the student become informed about today's mass media.

Newspaper Functions. Several principals believed newspapers would be

functionally significant if (1) they were combined with the high school publication; (2) they carried out their pre-set goals; (3) they are used for information only; (4) they were incorporated into the English class; (5) they are the only means of written communication within the school; and (6) the teacher or adviser is interested.

Thirteen (40 per cent) of the principals did not answer this question. Four answered the question with a "yes and no," but gave no reason for their opinion.

Subject Vs. Extra-class. Nine principals (27 per cent) believed that journalism should be extra-class. Three (9 per cent) thought it should be incorporated into the junior high curriculum.

Three principals suggested that journalism could be a part of the English curriculum, while three did not believe journalism should be in the junior high. Another three indicated they did not feel qualified to answer the question. More than 36 per cent did not respond.

Those favoring the extra-class situation believed that journalism as a subject is time consuming. It would not allow enough time for the basic subjects if it were incorporated into the curriculum. In addition, the principals mentioned that journalism teachers would be difficult to find. Student interest, they claimed, was not intense enough to justify a classroom situation in the first place.

Principals supporting classroom journalism saw the teacher and student best provided for when journalism was offered as a subject.

One-third of the principals gave no reason for their opinion. Another twelve (36 per cent) did not answer the question.

Junior High Newspapers? Fourteen (42 per cent) of the principals could

see no reason why the junior high students could not handle a newspaper. Nine (27 per cent) doubted its value.

Principals in favor of junior high publications thought that newspapers could (1) stimulate school spirit; (2) encourage journalism; and (3) develop beginning skills for talented students. Others believed junior high schools should have newspapers only if (1) all the work was not done by the adviser; (2) the goals were not aimless and unattainable; (3) the junior high contained the ninth grade; or (4) the newspaper was not published too frequently.

Those principals against junior high newspapers could not see justification of such publications. They saw no room for papers in any curriculum situations.

Two principals said they were not certain how they felt about the question. Eight (24 per cent) did not respond.

Advantages and Disadvantages. Thirteen questions were left unanswered by principals who were asked to discuss the advantages and/or disadvantages of junior high newspapers. Others listed a multitude of answers.

The advantage mentioned most often was public relations, followed closely by student interest. Other advantages listed more than once included (1) a builder of school spirit; (2) a medium for writing; (3) a meaningful learning situation; (4) a stimulant for active participation in school activities; and (5) a builder of school unity.

Principals found that obtaining qualified personnel was the most serious disadvantage in trying to maintain a school newspaper. The time element, overloaded curriculums, and inadequate financial resources were also considered burdens to journalism programs.

Several principals listed disadvantages, (See Table 20) but did not

elaborate on them. For example, one said that journalism in the junior high "...occasionally gets out of hand." Another principal believed that such programs were not valuable.

Table 20
DISADVANTAGES IN MAINTAINING JOURNALISM PROGRAMS
NEGATIVE RESPONSES

Disadvantages	Number Reporting	Approx. %
Qualified Personnel	9	27
Time Factor	7	21
Hard to Work into Curriculum	5	15
Unavailable Funds	4	12
Effort Burdens Students and Adviser	4	12
Students Neglect Other School Work	2	6
Not Valuable	2	6
Students Cannot Type	2	6
Becomes Too Much Like High School	2	6
Immaturity of Students	1	3
Cliqueness	1	3
Individual Dominance by Students	1	3
Inadequate Guidelines and Policies	1	3
Gets Out of Hand	1	3

Conclusions

Unanswered questions among the negative replies made it difficult to interpret how the principals felt about newspapers in the junior high. In addition, only thirty-three of the fifty-two principals reporting no school newspapers qualified for the study according to the grade limit.

Principals listed personnel as the main reason for not having a school newspaper. It appeared important to principals that only trained teachers should be allowed to advise a publication.

It was expected that the time element would be mentioned more often.

Advisers and principals having newspapers in their schools had listed this as their major disadvantage. It appears that schools without publications are less aware of the time involved in newspaper work.

Almost one-half of the principals believed newspapers would serve a significant purpose in the future. It was generally agreed that the student would benefit most from the existence of school newspapers. Many principals were convinced that school newspapers could be successful only if certain conditions existed (i.e. if junior high newspapers were combined with high school publications programs).

Most of the principals believed that if their junior high had a newspaper, it should be extra-class. Where newspapers did exist, advisers and principals were almost evenly split on the question concerning journalism as an extra-class activity or as a subject (Table 17).

Although many principals and advisers indicated which situation they preferred, not all gave reasons for their choice. A majority most likely based their answers on their particular school situation (i.e. student enrollment, student interest, available advisers, etc.). This indicated that some principals and/or advisers are not certain as to what would be the best means of incorporating junior high newspapers into their organization.

Almost half of the principals not having school publications were in favor of junior high newspapers. Several indicated that they had plans to begin one as soon as school organizational problems were overcome. Those who did not approve of school publications offered few reasons.

Principals saw a strong public relations advantage in having a newspaper. Principals indicated students benefited greatly from experiences they would have in producing a newspaper.

Obtaining qualified personnel and the expenses involved in producing a newspaper, however, kept many schools and their students from maintaining a publication. Other disadvantages mentioned revealed that the principals believed junior high students lacked the maturity in expression, typing abilities, responsible attitudes, or organizational qualities to justify attempting a junior high newspaper.

VI. CONCLUSIONS

Junior high newspapers have been in existence almost as long as the organization of the junior high itself. Yet, information of their programs is limited to a few articles printed from time to time in educational periodicals and restricted surveys by college journalism students.

As contrasted with the well-organized high school journalism programs, the junior high has had to live down the reputation that its students are too immature to engage in journalism activities. In addition, high school programs have prepared textbooks and workbooks, and planned summer workshops. Some are able to maintain coordination through state high school newspaper organizations. Few, if any, of the existing junior high newspapers can boast of these assets.

Yet, the junior high persists in the publication of newspapers, magazines, literary editions, handbooks, and yearbooks. Advisers, principals, and other supporters of these publications believe they perform two basic functions: (1) student enlightenment and experience in the field of journalism; and (2) effective public relations for the school.

On the national level it is difficult to determine the scope of junior high journalism. Several college department heads responding to a request for information made reference to junior high advisers in their respective states. Material obtained through these sources was helpful, but geographically limited.

Occasionally the department heads referred to college personnel in charge of high school workshops or interscholastic press associations. Many of these

references realized the need for research and study in the area of junior high journalism, but only a few had access to beneficial information to this particular study. Only one department head had had experience in a survey of junior high newspapers. There is little doubt that many small publications exist of which they have no knowledge.

The major problem in the historical accounting of junior high journalism was the lack of secondary resource material. None of the articles found were written to provide suggestions for the problems which obviously exist; rather, the contributors reported, in story form, how their school ran a newspaper. Only one article actually questioned journalism in the junior high.

Kansas junior high journalism advisers and principals responded heavily to the questionnaire concerning the newspaper situation in their schools. Seventy-two of the 100 returned fell in the seven through tenth grade classification and became eligible for the study. Thirty-nine of these schools did have a publication, while thirty-three did not.

Several unique situations caused many advisers to leave much of their questionnaire blank. Each, however, qualified for a different reason.

One school, for example, had a semi-monthly four-page newspaper under the sponsorship of a teacher with multiple teaching assignments. Since no journalism class was in existence and the building contained only seventh grade students, the principal did not feel that his school publication qualified for the study.

Several six-year high schools (grades seven through twelve) were included only when the junior high students were responsible for the news which appeared in the high school paper. It is the author's belief that junior high students, through involvement with the high school newspaper, are being prepared for

journalism in the upper level of the secondary school.

Most of the school publications were reported among the larger communities and schools. The average community population for the affirmative answers was 55,285, as compared to 17,226 for the negative responses. School enrollments for the former group averaged 725; for the latter, 393.

Sixty-one publications were produced by the thirty-nine advisers responding in the affirmative. Thirty-nine were newspapers, eighteen listed yearbooks, three claimed literary editions, and one school published a magazine. Twenty-two schools published more than one type of publication.

Junior high students directly involved in their publications efforts totaled 652. However, the girls outnumbered the boys almost two to one. The largest staff included an entire ninth grade class (there was no specific number given, but enrollment in the junior high was 875). Average staffs numbered close to twenty members.

For the most part junior high newspaper advisers were college English majors. They most often taught English and advised the newspaper as an extra-class activity. Many, however, taught English and a section of journalism. None of the advisers were journalism majors.

Most of the advisers seemed enthused and interested in their jobs, although several complained of the time element involved. Ranking as the two major objectives which advisers hoped to achieve, however, were training students in responsibility and strengthening all-round writing skills. Both are time consuming duties.

Twenty-seven of the thirty-nine advisers reported experience in teaching journalism. Added together the twenty-seven had a total of 103 years experience--less than four years per adviser. However, several indicated having

worked on high school, college, or city newspaper staffs.

Only nine of the advisers received compensation for their time spent as a publications adviser. Seven of these advisers also sponsored a yearbook, and six of the nine were producing their publications from classroom situations.

The school mimeograph was the method of printing used most often in junior high publications. However, a definite trend toward the commercial offset process was seen. For school newspapers this may have been necessity rather than choice, since those who chose to print commercially would have to use available commercial facilities. Two schools reported having a printing plant; one was an offset operation, the other a letterpress.

More than half of the junior high newspapers existed in extra-class situations. Because a large majority of the advisers were teaching full schedules (five classes a day), there was little time to teach basic journalism principals. Students in extra-class situations had little or no training in copy-reading, column writing, headline writing, page make-up, speech writing, literary features, photography, newswriting, advertising principles, typography, printing techniques, and newspaper history.

Classroom journalism was reported by ten advisers. Three schools offered journalism as a section of English and one newspaper was the product of an Honors English class. Journalism textbooks were used by six of the ten advisers producing newspapers out of classroom situations. No textbooks were used in schools where journalism was an extra-class activity or in the English sections.

Major staff positions are filled by students who qualify according to leadership qualities, interest, grades, and responsible attitudes.

Editors-in-chief were chosen most often by the adviser, but staff elections were held in twenty-six per cent of the cases.

There were no outstanding requirements for reporter positions. Several advisers reported creating jobs for students who wanted to be on the staff but had no writing ability. These jobs included newspaper assemblage, distribution, artwork, ad sales, or subscription sales.

Incomplete answers in the financial section indicated that the advisers are not well informed about the financial status of their school newspapers. Many stated that they had no idea how much it cost to produce their newspaper per issue. Many could not estimate the approximate amount of their annual expenses.

All of the advisers reporting printing as their outstanding expense were sponsoring commercially printed newspapers. A majority used the offset process. Outstanding expenses of the newspapers reproduced by school mimeograph included stencils and paper. Two mimeographed newspapers were operating at a loss.

More than 43 per cent of the junior high newspapers were produced for less than \$50 per issue. Eight of these were commercial. The maximum production cost was above \$150 reported by two newspapers. Neither indicated annual losses.

Few advisers knew whether the school newspaper was making or losing money. While several reported profits and at least three were breaking even, one commercial offset publication had an annual loss of approximately \$1,000.

Sixteen advisers were depending on a single resource for financing their newspaper. Most of these were supported 100 per cent by the board of education. Several schools depended solely upon subscription sales, activity

tickets, or single sales. Other papers were supported by a combination of the four methods mentioned above, plus advertising, the student council, or the PTA. Only five of the newspapers carried advertising which was not considered a good source for finances. Several advisers complained of competing for advertising with other schools in their area.

Junior high newspapers vary greatly in size and format. The largest paper reported was a 11 x 15 inch format with five columns. A $5\frac{1}{2}$ x $8\frac{1}{2}$, one-column newspaper was the smallest publication. One adviser reported a one-page newspaper (printed on both sides), while two newspapers produced twenty-five mimeographed pages. Five other newspapers were printing as many as twenty pages.

The most popular types of stories printed in junior high newspapers were sports reports, features, personal interviews, editorials, student creative writing, calendars of events, fillers, cartoons, and drawings. Few newspapers contained advertising, special features, a newspaper flag, crossword puzzles, sports editorials or book and movie reviews.

One-third of the Kansas junior high newspapers were produced monthly. Four papers were published more often--three semi-monthly, and one every three weeks. Almost 49 per cent of the papers were printed in a range from once every six weeks to once every thirteen weeks.

Although problems of reproduction were minimal among the junior high newspapers, advisers mentioned a profusion of organizational handicaps. A majority of them were among the newspapers produced as an extra-class activity.

Advisers complained of a lack of contact with the students on the newspaper staff. Some found it difficult to find a time when all students could attend a meeting. Where there was no limit on the number of students wanting to work on the newspaper, advisers complained of overstaffing.

Some copy preparation problems were mentioned by advisers. Many indicated that students completely ignored or would not complete a story assigned to them. In an extra-class situation where grades are not used for an incentive, this problem should have been anticipated.

The adviser and principal evaluation of junior high newspapers was combined into one section for purposes of comparison. Because much writing was required in this essay-dominated evaluation, advisers and principals left many blanks.

A majority of principals and advisers saw their newspaper serving cohesive functions between the student and the school. Although many of the principals and advisers saw the newspaper as an important public relations tool, few believed that it actually served as a communicator between the school and the public.

Principals saw the functional purpose of the school publication in a different light than did the advisers. When principals saw their newspapers functioning first as a disseminator of news, the advisers believed they were a primary source of entertainment for the students. Fifty-seven per cent of the principals had chosen entertainment as the third function of their newspaper.

Most of the advisers and all of the principals indicated that school newspapers would serve significant purposes in the future. Several advisers believed that students were not really interested in newspapers at this level and were incapable of producing a quality publication.

Advisers and principals were not exclusively in favor of offering journalism as a subject or placing it in the extra-class program. Several advisers and principals suggested that the newspaper could best be handled in a section of English rather than as an elective subject. Better over-all organization

was the argument for classroom situations. Those in favor of the extra-class activity believed that the junior high curriculum was already overloaded with basic courses.

Advisers and principals listed numerous advantages and disadvantages. The most popular advantage of a school newspaper was the promotion of school pride, unity, and communications. The disadvantage listed most often by the educators was the time element involved in sponsoring a paper. In addition, some advisers indicated that the students were not capable of the work and responsibility involved.

The thirty-three principals who reported having no publications were also asked to evaluate school newspapers. This was done because it was believed beforehand that many principals would probably like to have a school newspaper. Sixty per cent of the thirty-three principals indicated that a lack of personnel kept their school from maintaining a publication.

Most of the principals (ninety per cent) believed that newspapers would serve significant purposes in the future. Students, they felt, would benefit most from the experience of publishing a newspaper.

Principals indicated that if they started a school newspaper they would like for it to be the product of an extra-class program. They reasoned that the junior high curriculum was filled with basic course requirements. The teacher's class loads would not allow for an additional elective. Almost half of the principals thought that the junior high students could handle a newspaper responsibly.

Public relations was the advantage listed most often by the principals. Many commented that the school newspaper would also help to build school spirit, provide a medium for students to write, and could be considered as a meaningful

learning situation.

Major disadvantages mentioned included unqualified or unavailable personnel and publication expenses.

None of the disadvantages listed by the principals indicated that the students were not capable of producing a quality publication.

VII. RECOMMENDATIONS

Most of the problems in junior high journalism exist because principals and advisers are apathetic towards school publications. They complain because newspapers are costly and time consuming. Often unqualified personnel are "hooked" with the responsibility of organizing and producing an acceptable newspaper or yearbook.

Advisers need to take the time to improve these situations. Although literature is scarce, it is available. Several high school journalism textbooks would be excellent resource books for information. Harold Spears and C. H. Lawshe's High School Journalism, John Mulligan's Experiences in Journalism, Adams and Stratton's Press Time, and English and Hach's Scholastic Journalism could provide the junior high adviser with valuable information.

Magazine articles may also be used for constructive ideas. If it is not possible to implement programs suggested in the articles, advisers may build around the ideas or use a part of the program to get the newspaper started.

If administrators are not convinced that newspapers are valuable in the junior high, it is the duty of the adviser to show them where students could benefit from the experiences of publishing a paper. Disadvantages should also be discussed.

High school journalism workshops in Kansas are open to advisers. Several universities offer a supervision course for teachers interested in secondary school journalism. The creation of a state junior high newspaper organization would benefit both the advisers and the students. An exchange of information

may be the incentive schools need for improving or starting their own publication.

What junior high newspapers seem to lack the most is cohesion and adviser interest. Homer Hall, author of a junior high journalism text, seems to come the closest to the solution for a good junior high newspaper. He commented that journalism programs are only as good as the adviser wants to make them.

Interested and enthusiastic advisers can make quality junior high publications a reality. With this enthusiasm will come the cohesion which educators feel is the main reason for maintaining newspapers at this level of the secondary school.

APPENDIX A

Questionnaire

NOTE: To Newspaper Advisor and Principal

In determining the status of junior high school publications, I will need your cooperation in filling out the attached questionnaire. Answers are needed, regardless of the journalism situation in your school.

The information received will be used in a Master's thesis to discuss trends and problems which are occurring in the junior high. Therefore, I would appreciate your filling out the questionnaire as completely as possible. Please note that there are sections for both the advisor and principal to complete.

Approximately 145 Kansas junior high schools listed in the Kansas High School Activities Association Directory will receive a questionnaire.

Principals are asked to fill out the entire section as designated on the questionnaire, including the questions on the final page. The questionnaire may then be passed on to the sponsor if the school has a newspaper.

Thank you, in advance, for your time and assistance.

Mrs. Joanne Haen TJ Gr.
Kansas State University

QUESTIONNAIRE

NOTE: Where a choice of answers is given, please circle. If more than one answer applies to your situation, circle more than one answer. Most questions are in multiple answer form. Where "other" is given as a choice, please specify. Thank you for your cooperation.

TO BE ANSWERED BY THE SCHOOL PRINCIPAL

Name of Community _____ Population _____

Name of School _____ Enrollment _____

Inclusive Grades _____ Principal _____

Do you have a school newspaper? Yes No (If answer is no, give specific reason(s), i.e. expense, personnel, etc.: then turn to the last page and complete the principal's section.

TO BE ANSWERED BY HEAD JOURNALISM SPONSOR

1. General Information About Sponsor Subject you teach _____
 Head Journalism Teacher or Sponsor(s) Name _____
 Is there an assistant (teacher) sponsor? Yes No How Many? _____
 College Journalism Hours _____ Worked on City Newspaper? Yes No
 Years experience in teaching journalism? _____ (total including this year)
 Other experience or training (be specific) _____
 Journalism teacher's College Major _____ Minor _____
 Do you hold a Master's degree? _____ In what field? _____
 Is extra pay given journalism teacher? Yes No How much? _____
 Is extra pay given extracurricular newspaper sponsor? Yes No
 Have you ever attended a journalism workshop? Yes No
 If you have no college journalism hours, did you find it necessary to attend summer school to obtain journalism experience? Yes No
 How much time do you spend teaching in addition to your newspaper work?
 a) full time b) one hour off c) 2 hours off d) teach journalism classes and publish newspaper only.
 How many hours a week do you spend outside of regular school hours working on your publication(s)? _____
 How do you feel about your position as newspaper advisor? (Circle more than one, if necessary) a) interested and enthused b) just a part of your job c) carry too heavy of a load d) should receive extra pay for work e) would rather be rid of the responsibility f) newspaper is a waste of time g) other
 What do you see as your main objective as a journalism teacher or advisor?
 a) train students in news writing b) train students in responsibility c) prepare students for high school journalism d) help students disseminate between fact and opinion e) train students to meet others through interviews f) strengthen all round writing skills g) train students to organize and explain facts h) other

2. Organization and Equipment

Is typing offered in your school? Yes No

Do you use a commercial or school print shop? _____

Printing method: a) Offset b) Letterpress c) Mimeo d) Other _____

Do you have: a) camera? b) Newspaper supplies furnished by school?
c) darkroom? d) Typewriters?

Name of your school newspaper?

Do you have any specific organization problems? Yes No (specify, if yes)

Is your newspaper a) part of the curriculum? b) Extracurricular?
c) Section of English? Is a grade awarded? Yes No

If extracurricular, what basic journalistic principles are taught? a) feature writing b) editorial writing c) sports writing d) column writing e) headline writing f) speech writing g) interview writing h) make-up i) proofreading j) copy reading k) advertising principles l) typography m) printing techniques n) newspaper history o) literary features p) difference between fact and opinion q) photography r) other

If extracurricular, do you hold regular meetings? Yes No How often? _____

If journalism is offered as a class, do you use a text? Yes No If yes, give title, author, date published.

3. Staff

How are reporters selected? a) enroll in class b) selected by advisor only c) selected by advisor, assisted by English faculty d) selected by advisor, assisted by all of faculty e) publications board f) application g) good English grades h) over all good grades i) other (please specify)

How is the editor selected? a) appointed by advisor b) elected by other staff members c) elected by popular vote of staff from candidates screened by advisors d) by popular vote only e) student body election f) publications board g) other teachers h) application by student i) grades j) other (specify)

Do you have a limit on the number of students selected? Yes No Why?

Do you believe that anyone should have the opportunity to serve on the staff? Yes No (Support opinion)

Does the interest seem to be high among the students who wish to join the staff? Yes No

Do you believe that the staff is genuinely enthusiastic about the school newspaper? Yes No (Justify)

Do you believe that junior high students are interested in the school newspaper (those not on the staff)? Yes No (Justify)

Requirements for staff positions (assistant editor, sports editor, etc.)
 a) over all good grades b) good English grade c) leadership qualities
 d) writing skills e) advisor approval f) faculty recommendation g)
 interest h) none i) other (specify)

Requirements for reporter positions: a) over all good grades b) good
 English grades c) leadership qualifies d) writing skills e) advisor
 approval f) faculty recommendation g) interest h) none i) other

Size of staff this year. _____ Boys _____ Girls

Are students limited to a certain number of activities? Yes No Does
 this apply to the newspaper? Yes No

Do you have trouble with copy preparation? Yes No (Justify answer)

Besides writing, in what ways do the students actually take an active part
 in the printing of the newspaper? (Consider typing, page makeup, typing
 stencils for mimeo, etc.)

4. Finances

What outstanding expenses does the newspaper have (specify)?

Cost of publication per issue (give specific amount if available _____
 a) Under \$50 b) \$50-75 c) \$76-100 d) \$101-125 e) \$126-150 f) above
 \$150 g) information unavailable

Do you show a profit or loss at the end of the year? _____ How much? _____

How is the paper financed: a) activity tickets _____% b) School Board _____%
 c) Ads _____% d) Subscription _____% e) Single sales _____% f) Other _____%
 (Specify)

How are deficits made up (do not include ads)?

Do you have specific financial problems (explain if yes) Yes No

How many ads per issue (% of total inches) _____ Do you have access to advertising mats? Yes No Ad rates per inch _____

5. Contents

Size of your newspaper? x (in inches) Number of columns _____

Average number of pages per issue _____

Do you have specific layout or design problems? Yes No (explain, if yes)

Do you reproduce pictures (either letterpress, offset, or mimeo)? Yes No

What is the content of your newspaper (circle as many as necessary):

- | | |
|--|--------------------------------|
| a. front page drawing (ditto or mimeograph) | l. fillers |
| b. feature stories | m. calendar of events |
| c. flag | n. ads |
| d. sports editorial | o. gossip column |
| e. sports | p. reviews (book, etc.) |
| f. photographs | q. news outside of school |
| g. drawings | r. planned headlines |
| h. cartoons | s. interview stories |
| i. crossword puzzle | t. editorials |
| j. student creative stories, poems, or prose | u. special features (specify): |
| k. columns | |
| 1. news | V. Other (specify): |
| 2. sports | |

Do you have specific reproduction problems? Yes No (Explain, if yes)

How often do you publish a newspaper? a) tri-weekly b) bi-weekly
c) weekly d) semi-monthly e) every 3 weeks f) monthly g) bi-monthly
h) annually i) other _____

What other type of publication do you have? a) none b) yearbook c) magazine d) other _____

EVALUATION

Does your school newspaper serve a useful purpose between: a) students b) students and the school c) school and the public (circle as many as necessary)

Of the three following functions, which does your newspaper serve first? which second? which third? _____ is an instrument of entertainment _____ as a disseminator of news _____ as a stimulant for active participation in school activities

Will school newspapers serve significant purposes in the future? Yes No
Why?

Should journalism be an extracurricular activity or taught as a subject
in the junior high school? Yes No Why?

Should junior high schools have newspapers? Yes No Why:

What do you feel are the advantages and/or disadvantages of newspapers in
the junior high school?

PRINCIPAL ONLY:

Does the school newspaper have specific financial problems? (Specify)

Does your school newspaper serve a useful purpose between: a) students
b) students and the school c) school and the public (circle as many as
necessary)

Of the three following functions, which does your newspaper serve first?
which second? which third? _____ as an instrument of entertainment
_____ as a disseminator of news _____ as a stimulant for active partici-
pation in school activities.

Will school newspapers serve significant purposes in the future? Yes No
Why?

Should journalism be taught as a subject or should it be extracurricular?
Why?

Should junior high schools have newspapers? Yes No Why?

What do you feel are the advantages and/or disadvantages of newspapers in
the junior high school?

APPENDIX B

Follow-Up Postcard

Have you laid aside or completely forgotten about the questionnaire which was mailed to you March 25 concerning the school newspaper situation at your junior high?

I will need your cooperation in this study so that I will be able to draw more accurate conclusions which will enable me to make recommendations for junior high newspaper programs in Kansas. Sponsors, principals, and school names will be kept confidential.

Please take a few minutes to fill out the questionnaire. If you have misplaced your copy, feel free to write and ask for another. Return postage will be paid.

Thank you,

Mrs. Joanne Haen

P.S. Disregard if questionnaire has been mailed.

APPENDIX C

Letter to Journalism Department Head

(DATE)

(ADDRESS)

Dear (Name):

I am a graduate student working on my Master's thesis in Technical Journalism at Kansas State University. The area in which I am working concerns publications in the junior high school.

My minor is education, and I am trying to tie this into my thesis work. The subject of my study will concern the status of journalism in the junior high school--particularly in Kansas. However, I wish to discuss the general trends in different states across the nation.

I became interested in this subject while teaching in a Kansas junior high. We had a small mimeographed newspaper which I sponsored for two years.

In my research, I have found that the subject of junior high publications is rarely investigated in journalism trade magazines. There is an apparent lack of interest at this level.

I am writing to ask if your journalism department has access to any (Name of State) state surveys which may have been done in the junior high concerning publications? If this information is not available from your office, are you aware of any sponsors or advisers in (Name of state) who are particularly involved in publications work at this level?

The information needed includes the trends in junior high school publications in your state and the purposes for continuing them. I will be primarily concerned with newspapers, but would like to include any yearbook or magazine work being done on this level.

Thank you in advance for your time and assistance.

Sincerely,

Mrs. Joanne Haen

APPENDIX D

Letter to Adviser

(DATE)

ADDRESS

Dear (Name):

I am a graduate student working on my Master's thesis in Technical Journalism at Kansas State University. The area in which I am working concerns publications in the junior high school.

My minor is education and I am trying to tie this into my thesis work. The subject of my study will concern the status of journalism in the junior high school--particularly in Kansas. However, I wish to discuss the general trends in different states across the nation.

Your name was referred to me by (Name of person, Position, University, Town and State). He suggested that you would be able to answer the following questions:

- 1) What is the approximate scope of journalism in your state?
- 2) As a publications adviser, what do you feel are the advantages and disadvantages of a newspaper in the junior high school?
- 3) Do you feel that junior high students are capable of producing a quality newspaper?
- 4) Should journalism be extracurricular or taught as a subject in the junior high?
- 5) Do junior high papers serve useful purposes (i.e. communications, public relations tools, disseminators of news, etc.)

Any additional information or information that you may have concerning junior high journalism in (name of state) would be appreciated.

Thank you in advance for your time and assistance.

Sincerely,

Mrs. Joanne Haen

APPENDIX E

Magazine Articles of Interest to Advisers
High School and Junior High Level

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- Corbeil, L. M. "Attractive School Newspaper Can be Produced at Low Cost," Catholic School Journal, LV (October 1955) pp. 276-77.
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APPENDIX F

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Available for Junior High AdvisersBOOKS

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- English, Earl and Hach, Clarence. Scholastic Journalism, Ames, Iowa: Iowa State University Press, 1963.
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THE STATUS OF JOURNALISM IN THE JUNIOR HIGH SCHOOLS OF KANSAS

by

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ABSTRACT

Despite the disadvantages cited by many journalism educators, the newspaper is becoming an integral part of both the curricular and extra-class programs in the junior high school. Literary editions, yearbooks, and other similar publications also are expanding modes of expression at this level of the secondary school.

Most of the attempts in journalism are amateurish. Journalism-education majors are preparing for high school level teaching and ignoring the junior high. In addition, a lack of journalism textbooks and workbooks at the lower secondary level has presented a serious handicap.

The major purpose for this study was to determine the status of junior high newspapers in Kansas--how many exist, their organization, their problems, and why educators believe they are or are not a significant experience for the junior high student.

A short history of junior high newspapers preceeds the discussion concerning publications in the Kansas junior highs. Secondary resources for this section of the study were limited. Material for the early junior high newspaper was located in old junior high curriculum textbooks. Several magazine articles written by junior high journalism advisers were located. However, they provided little information concerning the values of journalism at this level. Recent studies completed in Utah, Missouri, and Florida also were made available.

A questionnaire for the Kansas report was prepared and mailed to 145 schools classified as "junior high" in the Kansas High School Activities

Directory. Returned questionnaires revealed thirteen different variations of grade groupings. It was decided that the study would be limited to grades seven through ten, or any groupings which fell between these grades (i.e. eighth and ninth grades).

The questionnaires were divided into two groups: (1) affirmative replies, or those schools having newspapers, and (2) negative responses, those without newspapers.

Advisers answering in the affirmative had six pages to complete on the questionnaire in the following areas:

(1) General Information about the sponsor. The experience, college major, subjects taught, objectives, and a personal evaluation by advisers concerning their jobs are the major areas covered in this section.

(2) Reproducing the junior high newspaper. General information about the production of the school paper is included in this section.

(3) The junior high newspaper staff. In addition to staff selection and organization, advisers were asked to discuss general acceptance of the newspaper by the students. Copy problems also were listed.

(4) Finances and financial problems. Here advisers discussed information concerning the financial resource, expenditures, profits, and losses of the junior high newspaper.

(5) Contents and format of the junior high newspapers. Advisers related the various sizes of the school newspaper in this section. Also reported was the frequency of publication for each newspaper and journalism projects other than the newspaper (i.e. literary editions, yearbooks, etc.).

(6) Adviser and principal evaluation of junior high journalism. The final two sections of the questionnaire were combined to allow for comparison of

answers. Both advisers and principals discussed the useful purposes of the junior high newspaper, functions of their school newspapers, significant purposes of the newspaper in the future, and the advantages and/or disadvantages involved in publishing a newspaper. Principals and advisers also related their feelings about newspapers in the junior high and indicated whether journalism should be taught as a subject or integrated in the extra-class programs.

In a separate chapter principals who indicated that their school had no publication were asked to give reasons for this situation. In addition, principals giving a negative response were asked to evaluate journalism programs in the junior high by answering the same questions as the affirmative group.

Although each section in the Kansas study included short conclusions, a general summation, which covered the entire study, was added. Recommendations for junior high newspapers followed the conclusion and completed the study.